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The Modern Language Journal

VOLUME IV OCTOBER, 1919 No. 1

HAS THE WAR PROVED THAT OUR METHODS OF TEACHING MODERN LANGUAGES IN THE COLLEGES ARE WRONG? A SYMPOSIUM*

By E. C. HILLS

IN the *Educational Review* of January, 1919, President Nicholas Murray Butler of Columbia University made the following statement:

"Intelligent youths who have spent three, four and five years on the study of one or both of these languages, can neither speak them easily nor understand them readily nor write them correctly. Here, too, as in the case of the natural sciences, the reason is to be found in wrong methods of teaching. It is a sorry commentary as to what is going on in our secondary schools and colleges in this respect to learn on the best authority that there are now in France at least 200,000 American young men, who, after six months of military activity in France and three or four hours of instruction a week in the French language, can carry on a comfortable conversation under ordinary conditions and circumstances with the mastery of a vocabulary of at least a thousand words. On the other hand, many an American college graduate who has studied French for years is as awkward and as nonplussed in a Paris drawing room as he would be in the driver's seat of an airplane."

In a letter (May 2d, 1919) Dr. Butler added:

"What I want modern language teachers to do is to teach American boys and girls how to read, write, speak and understand the particular foreign language in which they are giving instruction, and through that attainment to have some comprehension of the people and the civilization which the foreign language reflects,

*A paper read at the General Session of the Association of Modern Language Teachers of the Central West and South, at Chicago, May 10th, 1919.

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and to leave off trying to make specialists or linguistic experts out of the great body of school and college students who would like to learn one or more of the modern European languages."

Copies of the statement made by President Butler in the Educational Review, together with the following hypothetical statement which was prepared by the writer of this article, were sent to a number of prominent professors of Romance Languages:

"It has occurred to me that it might be well to submit the causes that most college teachers of modern languages give for not succeeding in teaching their students to speak the language better than they do. In most colleges and universities, first and second year French are given in classes that meet only three times a week. In elementary work the teacher can scarcely avoid speaking to the class at least one-half of the time. So far as I am able to ascertain the average college class throughout the country has about twenty-five students and the average time given to a lesson is fifty minutes.

"When classes meet three times a week, if the teacher speaks one-half of the time and the students speak during the other half, each student has one minute each day or three minutes a week, which would amount to a total of about two hours' practice in speaking French during the year. . .

"The other handicap to which reference is commonly made is that most college students never expect to visit any place where the foreign language is spoken. Consequently, they are primarily interested in learning to read the language. Here it is again the environment against which the teacher struggles.

"Some of us believe that the reform in teaching modern languages must first be made in the secondary schools. . . There are, however, in practically every college and university a chosen few that would be willing to work hard enough to learn to speak the language well if they had the opportunity to do so."

The letters that were received in reply are of great interest and offer many constructive suggestions. Unfortunately only the following extracts can be given:

"We are at one in the view that the teaching of modern languages should be better and more effective than it now is, and must be made so. The first and most pressing measure to this end is to establish a scale of salaries which will attract capable men and women to enter the field. . . .

"My own observation since coming to France is far from bearing out the statement I am told that President Butler made that 200,000 American young men, after six months of military activity in France and three or four hours of instruction a week in the French language, can carry on a comfortable conversation

under ordinary conditions and circumstances with the mastery of a vocabulary of at least a thousand words. If this is the case such men should assuredly have had the preference in assignments for study in the French Universities, and not a single case of the sort exists among the 300 members of the School Detachment of the University of Bordeaux. The only men of such facility as that above mentioned fall into one of two classes: (1) Men who have already had college courses in French in the States—this is by far the larger class of the two; and (2) a very few scattered individuals who have been billeted in French families and have passed substantially every moment of the time that was free from military duties in the study and practice of French, and in no one of these cases was the sojourn by any means so short as six months."

EDWARD C. ARMSTRONG, *Princeton University.*

". . . I long since decided that the only way in which we could succeed in getting some students to learn to speak French acceptably, was to pick out those who showed special fitness, and to give them intensive training. With this object in view, I kept careful watch on the first year classes, and the second year I made up a class with those students who had shown that they could acquire a good pronunciation and were eager to become proficient in speaking the language. This second year class we call the "Drama class." With them we make a special study of plays, preferably comedies. The class never has more than 20 students. It is in charge of an instructor, who is interested in dramatics and possesses a certain amount of dramatic ability. Scenes of comedies are taken up, learned and acted out in class. No English is spoken. The dramatic study is occasionally varied by the study of poems which are recited with the proper expression. From this class, the best elements are selected by competition for the public performance of a play at the end of the year. . . .

"I spent six months in France, and I made it a point to enquire of soldiers and officers how much French they had learned during that time. I must have been particularly unfortunate, for I have never met any that had learned to speak it 'comfortably.' Some officers used a kind of pidgeon French supplemented by copious gesticulation. As the French are an intelligent race, they generally managed to catch on. . . ."

J. L. BORGERHOFF, *Western Reserve University.*

"The teaching of modern languages under the conditions that prevail among us is just about as much impeached by the reflexion that 'many an American college graduate who has studied French for years is as awkward and as nonplussed in a Paris drawing room as he would be in the driver's seat of an airplane,' as the teaching of arithmetic would be impeached by the observation that our boys

who have been through the years of arithmetic of the elementary school would be about as intelligent listeners in a conference of insurance actuaries as they would be in a congress of esperantists. . . .

"I think our critics must be forced to meet the issues properly defined. . . . If they press us to adopt a certain 'modern,' 'reformed,' 'up to date' method, let us ask them whether they deem it equally applicable in the seventh grade, in the ninth grade, in the Freshman year, and in the Junior year of the college or university. If our critics insist on 'practical' results, then they must get us a six year course, at least, before they criticise. . . ."

ARTHUR G. CANFIELD, *University of Michigan.*

"Did our courses in chemistry and physics train men to serve the army *at once* in making powder and calculating high-angle fire? . . . Off hand I should say that our American class work ought to include better training in pronouncing according to phonetic methods, more oral drill (chorus work makes it possible to increase the amount of actual speaking that each man gets), and that 'free reproduction' of reading material affords excellent practice in using the language as well as in reading without translation. . . . Several of my old students became interpreters in the army, and others found themselves able to speak French the moment they got across. . . ."

PHILIP H. CHURCHMAN, *Clark University.*

"I spent some five months in France and was struck with the very small amount of French that our men learned even under unusually favorable conditions. It proved to me that our old shibboleth about picking up the language in a few months when among the people, is about as true as most generalities. Unless the men had a real desire to learn it and took some trouble to do so, their progress was very small, especially in cases where they had had no previous French. I should really like to know what President Butler means by the 'best' authority and where this authority got his very precise facts as to the 'comfortable' conversation, and the 'vocabulary of a thousand words.'

"The number of students of French in the various camps in France has been estimated at 200,000. My own observation, made on the occasion of visits to some of the camps, confirmed me in the belief that this was a pure guess, and that even the very much smaller number of soldiers in the French classes attended so irregularly and for such brief periods of time that nothing like the 'comfortable' conversational ability of which Mr. Butler speaks, was attained. . . ."

A. COLEMAN, *University of Chicago.*

"Like many other teachers of French, I have noticed Dr. Butler's remark upon the failure of our schools and colleges to

turn out students able to speak and write with ease and correctness. Dr. Butler attributes the failure to wrong methods.

"To my mind, the failure, which is by no means always as complete as his words appear to imply, is due not so much to wrong methods as to lack of time, excessively large classes, and lack of a real incentive to learn. Our courses in philosophy are not more successful in turning out philosophers, nor our courses in poetry in turning out poets, at any rate, not usually. . .

"Our modern elementary schools, it seems to me, develop passivity in the more intellectual subjects, or at best, receptivity. Only in the teacher are activity and energy called for. His 'methods' are periodically under suspicion. Our high school pupils do not know that one of the great aims of education is to overcome difficulties. The teacher is required to find 'methods' to make the difficulties disappear. Difficulties, however, cannot be made to disappear. . . .

"Methods may be important. Far more important are small classes, gifted pupils, and an effective stimulus."

C. A. DOWNER, *College of City of New York.*

" . . . As regards our college work in modern foreign languages a great mistake, leading to a great economic waste in our teaching, is made through our failure to recognize the fact that no small proportion of our students are linguistic morons. That they are such is discernible already in their preparatory school stage, where great difficulty is encountered in equipping such students with even the modicum of French, etc., requisite for a bare pass mark in the Entrance Examinations. Why should there be continued effort of a linguistic sort with respect to such persons in college? . . .

"For fit students I believe that a great advantage is gained by the adoption, in at least the first year of college life, of intensive courses meeting at least five times a week.

"In so far as purely practical considerations are concerned there is no doubt in my mind that we can produce far more beneficial results through the establishment of a greater number of set courses in conversation and composition in which the instruction is limited to sections of not more than a dozen to fifteen students each. The chief issue is the procuring of the funds necessary for so costly a form of training as this is."

J. D. M. FORD, *Harvard University.*

" . . . It is obvious that our somewhat antiquated methods of teaching will have to be modified in accordance with future requirements, while, at the same time, care should be taken not to yield too much to radical and showy systems, most of which only tend to produce unstable and insufficient results. . . . In the elementary and intermediate courses the reform that will probably obtain is

the following: more frequent sessions of classes each week. These extra hours of recitation need require no additional preparation on the part of the student. They should be merely laboratory hours for practising what has already been acquired in the class-room. Extra credit should be given for such work. . . "

J. L. GERIG, *Columbia University.*

" . . . In so far as President Butler's criticism is aimed at the slight oral instruction that has been offered in modern language it has a basis of justice and expresses the feeling of the average person with regard to his foreign language training. It is the duty of modern language teachers seriously to consider this rather widespread criticism and see if there is not some means of adequately meeting it.

"It is true that we can not teach students to speak a language under the conditions of our class rooms, if by speaking we understand the acquisition of a language in a degree at all comparable to our possession of our mother tongue. We can, however, and should emphasize the spoken and aural sides of our work in such a way that our students may feel at the end of say two years of work that they are able to express themselves simply in the language studied and to understand it when spoken under conditions that are not too difficult. . . "

EDGAR S. INGRAHAM, *The Ohio State University.*

"President Butler has certainly been misinformed when he makes the statement in the January number of the *Educational Review.* During eleven months of 1918 I lived in the army zone in France, where I saw much of American soldiers. I feel sure that of the 1,015,000 men we had in France on July 1st, 1918, there were comparatively few, certainly not one in five, who studied French three or four hours a week and far fewer who attained much proficiency in it. The thing that struck me especially in the A. E. F. was its vast ignorance of French, the men's inability to pronounce, or remember, the names even of towns in which they were billeted. A number of men learned, of course, enough French to procure the necessities of life for themselves and their comrades, to find their way on the road or in a shop, or to venture a few phrases about their health or the weather but beyond this I found in them little ability to talk French. . . .

"Let me suggest the following ways of securing improvement:

1. Greater emphasis in graduate schools on ability to speak and write the foreign language studied.
2. More frequent opportunities for teachers and graduate students to travel and study abroad.
3. Smaller classes and a larger number of hours a week for each class.

4. Organizing special classes for the most proficient students.
5. Bringing foreign students into our institutions, organizing clubs and tables where the foreign language is spoken, and having lectures given by foreigners."

H. CARRINGTON LANCASTER, *Johns Hopkins*.

"The general lack of success of which President Butler speaks is of course partly due to large classes. No class in a modern language (unless it is an advanced class in literature) should consist of more than ten students. Every student added to the ten makes teaching increasingly difficult, and I should say it is *impossible* to achieve satisfactory results with a class of more than twenty.

"I do not believe, however, that small classes alone would bring about the results desired by President Butler. I believe he is right in saying that there is something wrong in our method. I believe that many of us make the mistake of not insisting stubbornly and uncompromisingly (1) on *oral preparation* of lessons, and (2) on *grammar*. . .

"I believe that the future of modern language teaching depends on these two things: upon making our students study out loud and upon making them learn grammar. Whether these things be done by the use of low marks or by the sheer persuasive ability of an inspiring teacher—they must be done. Otherwise modern languages will go the way of the classics."

F. B. LUQUIENS, *Yale University*.

"Ample time should be devoted to practical and conversational work in the secondary schools without, however, curtailing the systematic grammatical drill.

"In the case of beginners' courses in the College, the ideal class would consist of ten or twelve students meeting five hours a week. In view of the greatly increased cost of conducting such classes and the further fact that our elective system makes it difficult to give full time and credit for such courses, I should suggest the following plan:

"Three hour classes with a maximum enrolment of twenty students; an additional hour for exclusively oral and practical drill based on the regular work of the class room, with the students divided into groups of six or eight. This additional hour should be regarded as parallel to the laboratory hours of the natural sciences and should be a required part of the course. The student should receive no additional credit for the 'laboratory hour' or, at most, only a fractional credit. . .

"Wherever possible, and especially in beginning and intermediate classes the foreign language should be the language of the class room. To spend the time of advanced classes in acquiring facility in conversation or skill in purely commercial branches, must

result in lowering our educational standard for collegiate instruction in modern languages. Additional facility in conversation is an extra-curriculum problem which the intelligent student can solve in various ways."

C. CARROLL MARDEN, *Princeton University.*

"Let us make a selection of students and try to teach these to 'speak.' At the same time, the more important matter is the schools. . .

"As to 'special' classes in college for 'speakers,' I also agree—in principle. At the same time I am in favor of using this device only as a make-shift until the schools realize that they, not the colleges, are the places to teach students to speak a language—our function being quite another.

"I hardly believe President Butler can have informed himself thoroly on the matter."

WM. A. NITZE, *University of Chicago.*

" . . . I believe that President Butler is right in calling attention to the fact that American college students, who have been trained solely by the old translation method, are quite unable to handle the language as an instrument of conversation. I think I should go somewhat further than he in believing that they cannot even read the language adequately or with a grasp of its inner meaning. I do not believe, however, that he is correct in supposing that at least 200,000 American young men, after six months of military activity in France, and three or four hours of instruction a week in the French language, can carry on a comfortable conversation. . . . "

EVERETT W. OLMSTED, *University of Minnesota.*

" . . . All our elementary classes meet five times a week. Every instructor must speak the language readily and well. These two conditions are merely preparatory to attacking the problem. The next thing is to inspire in the students at the outset the desire to learn to speak. With Spanish, I find that to be easier than used to be the case when I taught French. We begin by talking Spanish to them from the first day. . . . We are just as rigid in our insistence that the grammar should be accurately learned as the most reactionary of the classicists. . .

"We make, however, a somewhat different use of reading material and composition than is usual under the traditional system. The composition is for the most part done orally. That is, the classroom presentation of it is oral: the student writes the lesson in preparation. The reading material is read; not, except where understanding demands it, translated. Our theory regarding the nature of this material is that it should be both interesting and easy, and that the class should cover a comparatively large

amount of it. Even in the first semester we 'discuss' the reading. We make it evident to the students that in the elementary work the thing is to talk. . .

"Beginning with the second year we have a course in conversation, which meets five times a week and gives but three hours' credit. This course is required of all students majoring in the subject and is, of course, taught by a Spaniard."

ARTHUR L. OWEN, *University of Kansas.*

"The following about represents our experience here, a State Institution with a large enrollment in the Romance languages.

(1) Our salaries do not attract the best teachers and we cannot honestly urge able and gifted men to go into the profession of teaching unless they have private means.

(2) Capable and adaptable foreigners, fitted to teach our courses in composition and conversation, do not grow on every bush; those whom we secure do not always understand the American student.

(3) Our elementary sections have ranged from 35 (a minimum) to 60 students; no teacher however competent can reach all members of such a class. There are 'never' any funds available for all the instructors necessary.

(4) A very small percentage (hardly more than five to ten per cent) begins a foreign language with the object of making use of it in foreign parts. Most students desire merely a reading knowledge. . . "

R. SCHEVILL, *University of California.*

" . . . I doubt exceedingly the statement that 200,000 of our soldiers have learned to speak French comfortably. None of the considerable number I have seen returned is so fortunate. . .

"However, the main point is that speaking and writing the language is not the chief aim for the great number of our college students. If this were the chief benefit to be derived, most of them should study something else, for they will never need it. Our instruction is usually aimed at the chief value, reading. Speaking is of large importance to the majority only to the extent that it contributes by interesting and stimulating.

"There is a very important minority who need to learn to speak and write the language. For these special classes and training should be provided. We give small classes (10-15) in conversation and composition, and they do learn to speak the language reasonably well. Also there are other possibilities. One of these we are now using here with remarkable success. This is our French House, in which French only is spoken, at tables and at all times. The advantage is that it makes use of what would otherwise be lost time for the student. We keep several French natives in the house, and thirty to forty of our students. These students have made a

progress in speaking French fairly comparable to what they would make in a similar amount of time in a French-speaking community, and I dare risk the assertion that they in general speak the language better and more readily than do any thirty who can be picked out of President Butler's 200,000 soldiers."

HUGH A. SMITH, *University of Wisconsin.*

" . . . The conversational ability of our students presents no 'sorry commentary.' We cannot avoid teaching our students how to read the foreign language. Requirements in the professional schools—the school of medicine, for example—demand a reading knowledge; and there are other good reasons for exacting a reading ability in the foreign languages. . .

"I have just conducted a survey in a second-semester Spanish class on the difficulties offered by conversation in Spanish. The answers by the students are what I expected: lack of opportunity in class, lack of time outside of class because of other university demands, the necessity of putting the language aside from one's thoughts on leaving the class to go into another class,—perhaps into a different foreign-language class, lack of self-confidence because of the size of the class, the too rapid reading of texts, lack of concentration, lack of Spanish environment, lack of mental agility in language-study, lack of verbal memory. The problem is by no means the simple thing that it appears to be.

"It would pay an experimental psychologist to study student mentality under class-room conditions in the languages. He would probably discover an unusually large number of intellectually alert students whom it is nothing short of criminal to force into language straight-jackets. He might find it necessary to advise that such students not only be exempted from further language muddling after the first semester, but that the ordeal of the first semester be not counted against them, as manifestly unfair. . . "

J. WARSHAW, *University of Nebraska.*

" . . . It is natural that such drastic criticism as that made by President Butler should come from one *extra muros,* who knows little of the difficulties of the situation. You cannot put a quart of water into a pint pot, and there is no use in claiming that it can be done. As long as our classes in modern languages meet three times a week in one hour sessions it is idle to talk of any such progress as President Butler seems to expect.

"As to the statement that 'at least 200,000 American young men, who, after six months of military activity and three or four hours of instruction a week in the French language, can carry on a comfortable conversation under ordinary conditions and circumstances,' etc., we may well be sceptical. During a recent sojourn in France, I met no young American of whom this is literally

true, altho I met some who could talk a little about certain things."

RAYMOND WEEKS, *Columbia University.*

"The possible values of knowledge of a modern foreign language are of four types: first, values resulting from ability to understand the language as written; second, values resulting from ability to understand the language as spoken; third, ability to speak the language; fourth, ability to write the language.

"The values of the first type are in themselves by far the greatest, for they include the potential knowledge of all the thought of the country in question, whether philosophic, religious, social, political, literary, or scientific, which that country has felt worth preserving. . .

"The values of the second and third types concern only those students who will visit the foreign country or will have to deal in some way with foreigners, who, on coming to this country, speak the language of the country from which they come. The number of students concerned with these values is larger now than previously, but I do not believe that more than 10 per cent of the students are really now so concerned. Furthermore, it is utterly impossible under American school and college conditions to give these values to more than a very small proportion of students enrolled in ordinary language classes. It should be recognized that the ability to understand the foreign language when spoken is distinctly more valuable and distinctly easier to teach than the ability to speak the foreign language. . . . So far as American schools and colleges are concerned, the endeavor really to give the ability to understand and to speak should be made not in the ordinary classes, but in special limited classes in which intensive laboratory conditions should be approximated as closely as possible. . . "

ERNEST H. WILKINS, *University of Chicago.*

" . . . Many individuals are quite lacking in linguistic ability. Scientific tests devised to eliminate those thus handicapped should be instituted in both high school and college.

"Modern language classes are organized in the large city systems with about twice as many pupils in the class as there should be. For instance, in New York City high schools it is no uncommon thing to find an attendance of 40 to 50 in beginning classes, the very type of class in which the number should be smallest.

"Modern language teachers are too often lacking themselves in oral facility. Now that the war is over, these teachers should study abroad (especially teachers of French and Spanish). To make this possible, the sabbatical year with at least half-pay should be granted by Boards of Education to all such teachers.

"I am convinced that the high schools do more to secure oral and aural facility in French and Spanish than do the colleges. This is due in part to the greater impressionableness of the minds of the

younger students of the high schools and in part to the fact that the high schools deliberately aim to train tongue and ear, as well as the eye of the student. . . "

LAWRENCE A. WILKINS, *Acting Director of Modern Languages in High Schools, New York City.*

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The statements given above make clear the general belief that some reforms are needed in modern language instruction, but that as a whole the present conditions are not nearly so bad as our critics would have us believe. There seems also to be a widespread opinion—which, however, is not held by all—that the primary aim of language instruction in colleges and universities is cultural and that the ability to speak the foreign languages must be acquired either in the secondary schools or *extra muros*. It is affirmed that beginners' French or Spanish is too elementary a subject to have a place in a college, and that, moreover, the average college student is too old to begin to learn to speak a foreign language to advantage.

Although there is much truth in this affirmation, the conditions are such in our general educational system that the elementary courses in modern languages can not be discontinued at the present time in most colleges and universities, and certainly not in the State universities. Students come up from the high schools with four years of Latin and they wish to take French, or they have had French or German and they wish to begin Spanish. This demand for beginners' courses in college must be met.

The real problem then is: What can we do for the students who begin a modern foreign language in college? If the statements made in this "Symposium" are typical—and I believe they are—we are beginning to take the position that students who commence a foreign language in college should be separated into two groups: those who desire primarily a reading knowledge of the language, and those who wish to speak and write it as well.

If the beginners are divided into two groups, should the separation be made at first with the privilege of shifting later, or should there be a general course for a semester and then make the separation? Only experience will tell which is better.

If the separation is made at the end of the first semester—or the first quarter in those universities that have the quarter system—it might be wise to excuse, at this time, from all linguistic requirements those students who give evidence of being "quite lacking in linguistic ability," "hopelessly unfit," tone-deaf, or "linguistic morons." This elimination should be made by a committee, and it should be based either on the student's record in all subjects, supplemented by personal interviews, or on scientific tests.

The students who are to continue the language would then be separated into two groups. The reading courses would be conducted largely in English and the emphasis would be put on translation. It would be the purpose of the course to teach the students to read and understand the written language and to pronounce it intelligibly. There would be no pretence whatever of teaching these students to speak the language easily and correctly.

The second group would consist of those students who wish to learn to speak and write the language and are willing to make the necessary effort. The plans suggested for the conduct of these courses differ, but they all presuppose capable, well trained teachers and wherever possible the use of the spoken language in the classroom.

Two general plans have been suggested for teaching the students to speak the language. One plan would be to organize the students in groups of twelve or fifteen and give them five times a week intensive work with much oral drill. The other plan would be to organize "special limited classes in which intensive laboratory conditions should be approximated as closely as possible." The enrollment would be limited to twenty, or twenty-five. The entire class would meet with the instructor three times a week. Twice a week the class would meet in groups of five or six, with tutors, for "exclusively oral and practical drill based on the regular work of the classroom."

Opinion differs as to whether the college credit for these courses should be three, four, or five hours.

The "laboratory system" offers interesting possibilities. The chief difficulty would be to find tutors and rooms. If funds were available to engage the services of competent tutors, and if rooms were available, the "laboratory system" would be ideal.

Most of the students who enroll in the advanced courses in philology and literature would come, of course, from these intensive and laboratory courses.

Our "Symposium" has also made evident a rather general opinion that, in addition to class work, students need the practice and the stimulus that come from extra-curriculum opportunities to speak and hear the foreign language. These may be had to some extent in clubs, at tables, and probably best of all—at least for the chosen few—in such organizations as the Maison Française at Columbia University and the French House at the University of Wisconsin.

In conclusion, it may ease our conscience somewhat to learn that the evidence available shows that, for the most part, our soldiers in France learned little French over there. I am sorry they did not learn more.

Indiana University.

LITERATURE OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1918
(7th year)

By CARL A. KRAUSE

PERIODICALS

The Modern Language Journal

1. SACHS, JULIUS.—*Desirability of a Syllabus in French and German Texts.* 2: 139-49, January.

 "Excellence of style should be distinctly subordinated to that of value in content and in the power to arouse interest." The needs and capacities of our pupils must, at all times, be before us. Argues for standardizing the sequence of texts.

2. BETZ, JEANETTE.—*The Function of Dictation in the Teaching of Modern Languages.* 2: 150-56, January.

 Justly considers dictation worth while and results highly gratifying. Has tabulated the mistakes made in her beginners' German college class for one year; of great value to her and can be so to others.

3. SPINK, JOSETTE E.—*French in the Pre-High School Period.* 2: 157-69, January.

 Elucidates the work done in the University of Chicago Elementary School for the fourth to the seventh grades. Not the structure, but the spirit of the language is taught at such an early beginning. Calls this experiment a step in the right direction.

4. VAN HORNE, JOHN.—*Spanish Texts and the Spanish Language.* 2: 170-76, January.

 Rightly feels that a reading knowledge of Spanish is best obtained, in the early stages, by a large amount of simple, narrative material. Pleads for the editing of suitable Spanish texts, of which there is dire need. Cf. *M.L.J.* 3: 218 ff.

5. BARNES, FRANK COE.—*Shall German be Dropped from our Schools?* 2: 187-202, February.

 A symposium of opinions of prominent men of affairs and of science. Quotes in epistolary abstracts five men who are distinctly opposed to that study and six who have something to say on both sides of the question. All the other writers—a large majority—are unreservedly in favor of continuing the study. Also cites various articles.

6. FARNHAM, C. EVANGELINE.—*Devices for Teaching Oral French*, 2: 203–14, February.
 Furnishes numerous good pedagogic schemes to make French a real living language.
7. ENGEL, E. F.—*The Laboratory Method in Theory and Practice.* 2: 215-26, February.
 Explains once more his two-hour recitation period of German in college; cf. *Die Neueren Sprachen*, May, 1911.
8. DOWNER, CHARLES A.—*Teaching American Soldiers a little French.* 2: 239-47, March.
 Gives an interesting account of the work he did in 1917 in New York.
9. HOUSER, FREDERICK W. J.—*Nineteenth Century German Literature for Undergraduates.* 2: 248-59, March.
 Rejects *in toto* the long German *Aufsatz* in literary courses and wishes to see the English essay substituted therefor in general undergraduate courses.
10. MCKENZIE, KENNETH.—*Manuals of French with Reference to Overseas Service.* 2: 275-83, March; 2: 360-67, May; 3: 67-74, November.
 Critically, i.e., objectively, examines the books published so profusely for that purpose in this country. Many of the light-weight volumes are purely ephemeral. The reviewer's work is exceedingly well done.
11. MYERS, WALTER.—*Elementary Language Training as Art Training.* 2: 293-303, April.
 Skill in art as in language is developed by imitation, practice, and criticism.—Suggestive and stimulating though extremely subjective.
12. MORENO-LACALLE, J.—*The Teaching of Spanish Pronunciation.* 2: 304–20, April.
 The most detailed and practicable monograph on the subject. The plan is based on European experience with modern languages and is scientifically sound. Cf. No. 114.
13. JAMESON, R. P.—*Le Cercle Français.* 2: 321-31, April.
 Considers the *cercle* of great social and pedagogic value to supplement the more restrained class-room work. Gives a list of useful French expressions for the conducting of meetings.
14. BAGSTER-COLLINS, E. W.—*A brief Study Showing the Relation between the Vocabulary and Treatment of the Annotated Reading Text.* 2: 341-51, May.

Again takes up the important vocabulary question; cf. *Monatshefte*, October, 1917. Holds that the element of grading should become operative in the editing of the reading texts. Is a firm believer in standardization.

15. ANGUS, FRANCES R.—*Advanced High School French in War Times.* 2: 352-59, May.

A recital of work done in third-year French at the University of Chicago High School.—Definite books are mentioned for home reading.

16. DEIHL, J. D.—*Choosing a Grammar for Beginners.* 2: 368-73, May.

Presents an effective scheme for this difficult task, with a score sheet of service for the choice of a book.

17. HANDSCHIN, CHARLES H.—*A Test for Discovering Types of Learners in Language Study.* 3: 1-4, October.

The tests are designed to show whether a subject is of the moter type (expression) or of the visual-auditory type (impression). H. considers his tests reliable and the only ones in existence.

18. WHITNEY, MARION P.—*National Ideals and the Teaching of Modern Languages.* 3: 5-13, October.

A powerful plea for more and better modern language study in America.

19. FEINGOLD, GUSTAVE A.—*Measuring the Results of a Modern Language Examination.* 3: 14-20, October.

An instructive investigation of a French examination given to 250 first year high school pupils for the purpose of determining the reactions of the students to the various questions. Such a study has more than passing import as it can guide teachers with future classes.

20. KRAUSE, CARL A.—*Literature of Modern Language Methodology in America for 1917.* 3: 21-38, October.

The usual annual survey.

21. FITZ-GERALD, JOHN D.—*National Aspects of Modern Language Teaching in the Present Emergency.* 3: 49-62, November.

Tersely champions true Americanism on a broad basis. Insists as a patriotic educator upon having all three languages, French, German, and Spanish maintained in our institutions. Cf. *School and Society*, 8: 772-74, December 28.

22. KRAUSE, CARL A.—*The present Status of German in France.* 3: 63-66, November.

Lack of authoritative statistical material makes it impossible to prove or disprove a marked

decrease in the study of German in France from 1914-18. As a sequel, cf. *Les Langues Modernes*, 16: 3, pp. 184-89, July-September, 1918.

23. LIPSKY, ABRAM.—*A few Neglected Platitudes on Modern Language Examinations.* 3: 75-79, November.

The method of scoring in school examinations seems annoying and unscientific to L. The principle of relative frequency should be paramount.

24. MERSEREAU, EDWARD B. *The Positive Element in the Correction of Written Work.* 3: 80-83, November.

Emphasize the correct forms (positive) rather than the incorrect (negative) in your grading of papers, is M's admonition.

25. JOHNSTON, OLIVER M.—*University Training of the High School Teacher of Modern Foreign Languages, with Particular Reference to French.* 3: 95-99, December.

Gives sound advice as to the problems of teaching pronunciation, the spoken tongue, composition, language and literature as also the pedagogical apparatus.

26. GRONOW, ANNA T.—*German in the University Elementary School, Chicago, Ill.* 3: 100-06, December.

Is the *pendant* to Miss Spink's contribution; cf. No. 3.

27. SCHMIDT, LYDIA M.—*The Course in German in the University High School, Chicago, Ill.*, 3: 107-116, December.

Explains in detail the four-year H. S. course.

28. CLARKE, CHARLES C.—*The Phonograph in Modern Language Teaching.* 3: 116-22, December.

Has experimented long enough to be of the opinion that the true and only success of the phonograph in the class room is in the teaching of pronunciation (French), and then not in the earliest stages.

Monatshefte

29. CUTTING, STARR WILLARD.—*Modern Languages in the General Scheme of American Education.* 19: 25-34, February.

Furnishes a valuable concise history of modern language instruction in America. Concludes by pleading for an early beginning of modern language teaching, which means French, or German, or Spanish in the case of the individual pupil.

30. BETZ F.—*First Year Work in German—Some Experiences.* 19: 62-72, March.

 Although read in 1913 before the *N. Y. State Mod. Lang. Assoc.*, the paper is by no means out of date but contains a wealth of sane advice.

31. JENNY, FLORENCE G.—*A Survey of the Preparation of Teachers of German in the High Schools of the U. S.* 19: 121-27, May; and 19: 146-55, June.

 Furnishes figures and graphic illustrations for the school year 1915-16. The monograph has not only technical interest but historical significance. Information was secured concerning 1,464 teachers residing in all parts of the country. Dwells upon the necessity of more liberal appropriations in colleges and universities to train adequately teachers of modern languages.

32. DEIHL, J. D.—*Adjusting Instruction in German to Conditions imposed by the War.* 19: 128-34, May.

 A dignified, patriotic appeal to make the teaching of German serve national, i.e., American aims.

33. STROEBE, L. L.—*Der deutsche Unterricht und die deutsche Kunst.* 19: 154-59, June: and 19: 172-82, September.

 Another contribution by the author to the topic *Realien.* Points out the province and value of pictures representing objects of art.

34. TUPPER, FREDERICK.—*The Awful German Language.* 19: 193-98, October.

 Reprinted from the Autumn Educational Number, September 7, 1918, of *The Nation*, pp. 248-50.

 Upholds the study of German.

35. SPANHOOFD, E.—*The Practical Study of Phonetics.* 19: 299-34, November; and 19:256-59, December.

 Advocates for all teachers sound scientific knowledge of phonetics. For the class-room he urges only applied phonetics.

36. DEIHL, J. D.—*Reading.* 19: 249-56, December.

 Reading stands in the very center of our instruction. It touches the heart of our whole problem. Correctly divides the subject into Reading for Practice and for Enjoyment of Control.—A good analysis.

37. ROEDDER, EDWIN C.—*Der gegenwärtige Stand des deutschen Unterrichts an den Colleges und Universitäten der Vereinigten Staaten.* 19: 260-63, December.

 Feels that the decrease of German means in

the end likewise a diminution of Romance languages. *Latet anguis in herba.*

Educational Review

38. CHURCHMAN, PHILIP H.—*Learning by Teaching.* 55; 1:pp. 65-70, January.

A thoughtful contribution to the reorganization of our school and college classes. Proposes that selected student-instructers, under expert supervision, take charge of small sections.

39. SWIGGET, GLEN LEVIN.—*Training for Foreign Service.* 55, 4. pp. 271-83, April.

Modern language teachers have a serious responsibility and a great opportunity to supply the coming demand. See *School and Society,* 8: 179, pp. 640-44.

40. WEISS, ALMA JOACHIMSON.—*Music via Modern Languages.* 55, 345-48, April.

Has experimented for a year or more with this rather unique and interesting combination. Maintains that the kind of work described also makes for conscious use and mastery of the idioms of the foreign language.

41. MOORE, FRANK, G.—*Haste and Waste in Translating Latin.* 55, 5, pp. 417-26, May.

This monograph is of decided interest to every foreign language teacher. Translation develops four special senses: the grammatical, lexical, rhetorical, and the logical power of inference.

42. GORDY, H. MILES.—*The German Language in our Schools.* 56, 3. October, pp. 257-63.

An impassioned diatribe against that study. cf. *The Literary Digest,* March 30, 1918, p. 29 *et seq., School and Society,* 8: 179, 645.

43. MANTZ, HAROLD ELMER.—*Modern Languages and Literatures in Universities.* 56, 5. December, pp. 385-98.

Suggests the division of modern language departments into one of language (teaching) and one of literature and linguistics (research).

The School Review

44. LEWIS, E. E.—*Foreign Languages and Mathematics as Requirements for Admission to, and Graduation from American Colleges and Universities.* 26, 1. January, pp. 1-5.

The results of this study, based upon 35 leading institutions, indicate, from 1896-1916, a

tendency toward the elimination of specific requirements in mathematics and foreign languages, and the granting of one degree for all liberal studies.

Significant of our times.

45. SCHMIDT, LYDIA M.—*Recent Textbooks in Secondary School German.* 26: 137-44, February.

The literature dealing with recent grammars and texts is critically and ably surveyed. S. proves that the trend of the new textbooks is unmistakably toward the direct method.

46. DAVIES, C. O.—*Junior High Schools in the North Central Association Territory,* 1917-18. 26, 5, May, pp. 324-36.

Modern foreign languages are taught in 27.30 per cent (80) of 293 schools. Of the French, German, and Spanish languages no one has a decided lead in popular favor.

Cf. *The School Review,* 26: 110-23, February. See *School and Society,* 8: 209, pp. 776-80.

47. HALL-QUEST, ALFRED.—*How to Introduce Supervised Study.* 26: 337-40, May.

Supervised study requires three tasks: to test knowledge in a daily review, to assign and make clear the new work, and to supervise pupils while they study the new assignment. Such a study truly takes cognizance of the individual differences in pupils.

Cf. *The School Review,* 26, 7, September, pp. 490-510.

Education (Boston)

48. MITCHELL, HOWARD.—*Supervised Study in Modern Languages.* 38, 5. January, pp. 385-87.

A procedure under this plan would benefit both pupil and teacher. Quality and quantity of home work can be effectively controlled.

49. NUTTING, H. C.—*Experimental Test of Educational Values.* 38, 6. February, pp. 460-66.

The writer, a professor of Latin, justly warns against hasty acceptance of the supposed results of measurement-tests of foreign-language ability. Much more scientific experimentation is needed to make tests of that type reliable and serviceable.

50. TODD, T. W.—*German in our Public Schools.*—38, 7. March, 531-35.

Urges five sane suggestions for the retention

of that language in the curriculum of the public school.

51. HERZBERG, MAX J.—*As to Modern Languages.* 39, 2. October, pp. 112-15.

A poor outline of the noteworthy "*Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain,*" signed April 2, 1918. The chapter on the Chief European Languages is perhaps of greatest interest to us. No foreign language teacher can afford to be without a copy of this timely and significant report.

Cf. *School and Society,* 7: 181, pp. 708-10. June 15; also *U. of Ill. Bulletin,* XVI: 16, p. 41 *et seq.*

School and Society

52. DAVIDSON, PERCY E.—*Concerning Mental Discipline and Educational Reform.* 7, 158, pp. 1-8, January 5.

It is incumbent upon us foreign language instructors to demonstrate clearly the specific values of our subject. Only then shall we have a firm basis of operation in arguments with the lay public and trained professionals.

53. WEISS, ALMA JOACHIMSON.—*The German Woman's Struggle for Higher Education,* 7, 163, pp. 161-65, February 9.

Traces the history of this movement and hopes for a new era of true reform.

54. MOORE, ERNEST C.—*Formal Discipline and the Teaching of Literature.* 7, 164, pp. 181-87, February 16.

We pursue studies for their definite and clearly comprehended utilities. Hence we do not study literature for its own sake, but for our sake so that it may serve us. We should introduce our students to the world's greatest books and not only to those written in English.

55. HAUCH, EDWARD FRANKLIN—*A Few Popular Misconceptions in Regard to Language Study.* 7, 167, pp. 277-84, March 9.

French, German, and Spanish are on our programs because of a real economic and social need of them. They must be studied thoroughly with grammar as one of the many means toward the definite end, i.e., mastery.

56. DAVIS, CALVIN O.—*The Continuity of Students' Work in High School and University, and the Extent of Concentra-*

tion and Dispersion of Effort within the University. 8: 185, pp. 57-60, July 13.

It is statistically and graphically proved that modern language leads all subjects of instruction as to continuity and as to specialization.—An important contribution to our *Magna Charta.*

57. SWIGGETT, GLEN LEVIN.—*Why should the Government Train for Foreign Service?* 8, 190, pp. 181-87, August 17.

Once more, cf. No. 39, S. touches upon the necessity of proper school preparation in subjects of commerce, including modern languages.

58. COLLINS, JOS. V.—*Language Reform and Education.* 8: 195, pp. 331-37, September 21.

Presents his scheme for reforming English spelling. Dreams of a new form of 'international' English.

59. ULLMAN, B. L.—*Latin in Place of German.* 8: 337-41.

Regards Latin as the only real linguistic substitute for German. Deplores the latter's elimination as having a serious reaction upon all language study. A dangerous falling off in foreign languages is reported in many quarters; cf. No. 44. See *School and Society,* 8: 31-35, July 13, and *The School Review,* 26: 576-99, October.

60. Mercier, Charles.—*Education and the Acquisition of Languages.* 8: 351-52.

Reprinted from *Science Progress.* Asserts that language deafness is not infrequent, and that language faculty is a special gift. Hence language instruction should be limited.

61. HOSKINS, JOHN PRESTON.—*Modern Language Instruction after the War.* 8: 204, pp. 601-12, November 23.

French, German, and Spanish are to become more vital factors in our national life than ever before. We must meet that demand.

62. MACELMEE, R. S.—*Education for Foreign Trade and Shipping in High Schools.* 8: 612-16.

Considers French, taught in a live manner, the foundational language.

The Wisconsin Journal of Education

63. BURR, A. W.—*In Place of German, What?* Madison, vol. 50, No. 2, February, p. 45.

'Practical,' useful Latin may well take the place of some of the German. Cf. *The Classical Journal,* 13: 9, June, pp. 625-26, Editorial.

64. O'Shea, M. V.—*The Teaching of German.* 50: 7, September, pp. 184-87.

Weighs and analyzes trenchantly the reasons for and against German. Considers it a disaster to this country if that study should completely disappear from the schools; cf. No. 5.

(To be continued)

THE OUTLOOK FOR GERMAN

THE German section at the Conference of Secondary schools held May 9 at the University of Chicago was given over to a symposium on The Outlook for German Instruction. Obviously at this time the heart of such a discussion must be "Judging from the Value of German, what should the Outlook be?" Four speakers discussed that question: Starr Willard Cutting for the colleges; Eda D. Ohrenstein of Hyde Park High School for secondary schools; Charles H. Judd as an educationalist and Edwin Herbert Lewis, of Lewis Institute, from the standpoint of general culture. A brief resumé of each discussion follows:

Dr. Cutting: Before the war modern language was recognized as a necessity if one would keep abreast of the world. Modern language control furnishes material for understanding the psychology and philosophy of a people. Perhaps in the past too great stress has been laid upon the necessity of modern language study for purposes of travel and commerce. But it is certain that the exigencies of modern life have drawn the whole civilized world into a community of interests that renders imperative a knowledge of modern foreign language, and hence every state of importance includes in the work of its schools, the study of the language of its most important neighbors. The fact to be underscored is that the awakening consciousness of all progressive modern peoples has already made the study of modern foreign languages an integral part of all important national education systems. Without control of modern languages, any state, whatever its geographic position, fails to play the rôle of a leader in solving the problems of modern society.

What interests the thoughtful and judicially tempered American in the banishment of German from high school and college curricula, is not the folly of such a step, but its probable permanence. Everywhere in Europe as a significant feature of educational readjustment, we note an unprecedentedly prominent rôle assigned to modern language study, including the language of the hated foe; in Germany, to English, French and Russian; in England, to French, German and Russian; in France, to English and German. In each case, this reform is dictated merely by enlight-

ened self-interest. The danger in America from the exclusion of German language study lies in inertia which will continue exclusion indefinitely unless successfully combated as unwise. The questions we must decide are:—Is such exclusion necessary and satisfactory? Has the war canceled the values hitherto ascribed to German literature, science and music? Have we been wiser in banishing German from our educational systems than our English cousins and the French, who have increased their attention to the study of German? What is the outlook for an early revision of our judgment and a reversal of our action?

Dr. Cutting's paper was followed by Miss Ohrenstein's who based her argument for the value of the study of German in the curriculum of the high school upon a study of the statistics of enrollment for German in the Hyde Park High School, Chicago, from the outbreak of the war in Europe to the close of the semester just closed. These statistics show that from September 1914 to June 1917, the enrollment remained practically constant. Between five and six hundred students or about twenty per cent of the entire membership of the school, were enrolled in approximately sixteen German classes each semester. After our entry into the war, the total enrollment fell to three hundred and seventy-two or seventeen per cent and remained so till June 1918. From September 1918 on, the decrease was rapid—seven and one-half per cent for the semester ending February 1, 1919, and four per cent for the semester ending June 1919. Since no beginning classes have succeeded in securing an enrollment of twenty since February 1918, no classes have been formed, and therefore the enrollment of four per cent bears testimony of the tenacity of life in classes above the first year, and furnishes a strong hope for the future. Since our entry into the war, the study of German has been purely elective on the part of the pupil; any excuse has been sufficient to permit a pupil's dropping the course, and every graduation requirement involving German, waived. Persistence in the study of German required strength of character, for it laid the student open to insult and criticism. No instructor spoke in defense of German but many preached for the immediate cessation of all instruction in German. These facts are important because they help us realize what the existence of two third year classes with a membership of sixty-five the current semester means. For the same semester

the enrollment in Vergil, two classes, was forty-eight; in Cicero, three classes, one hundred and four; in French, two classes, thirty-nine.

What then is the secret of an enrollment of sixty-five, in two third year classes after two years of war. There can be but one reasonable answer—students in German now and in years past, have acquired something real and valuable, and when judgment supplants hysteria, they will restore German in the curriculum. Let us face the language question as presented to the high school student: Latin is fast disappearing because the modern commercially minded student expects to get sound and a story from his language study. He is no longer content to work at mere constructions on a promise of resultant mental drill. He wants a practical training and in this, Latin is wholly wanting. Because of the present commercial trend in education, Spanish has steadily been creeping into our secondary schools. Large classes for beginning Spanish are the rule but at the close of the second year, the registration is too small to form a third year class. Why do so many students drop Spanish as soon as they have fulfilled the requirements of their course? The advocates of Spanish instruction talk a great deal about its commercial value but students soon realize that one must speak a language well before one can transact business in it. Furthermore a language must be taught because its literature is virile enough to make a universal appeal.

If it be true that a foreign language owes its place in the curriculum to the vitality of its literature, there are only two which can permanently hold large numbers of students in secondary schools—French and German. The proper study of French means weeks and months of drill in phonetics and rhythms. If then the student has a quick ear, he gets on well, provided he can master a vocabulary essentially different from that of his daily native speech. The second difficulty which confronts the student is the separation so clearly defined by literature between a Latin and a Teutonic people. In other words the linguistic kinship between French and English is remote; that between German and English is close. This explains the heavy German enrollment. This will restore German to its place in the curriculum.

Dr. Judd believes that the war merely brought about a natural recoil against political meddling with courses of study, and against

bad teaching, and that probably after a year, provided teachers study the problem, perfect their technique and their method of presentation so that the study stands solely on its pedagogical merits, German will take its place again in the curriculum.

Dr. Lewis gave five reasons for the resumption of the study of German. (1) If history proves anything it proves that war does not long prevent the learning of an enemy's language. (2) Soldiers are not returning with hatred in their hearts. They know that we owe diphtheric anti-toxin to a German and aJapanese, and that antisepsis is the co-operative work of Germans, Frenchmen and Englishmen. There is no such thing as national sufficiency in science or literature. (3) Business caution will end by the establishment of international understanding. America will never return to its old insularity. The race is proceeding toward unification. (4) Americans succeed better with German than with other languages; the movement is not too swift; the phonetics are not hopelessly beyond us. When French is well taught a sensitive girl can remember a dozen delicate poems but an American boy finds them unsubstantial. On the other hand he romps through a dozen German songs and from these to noble verse there is only a step. This is not because the boy is temperamentally German, but because the bony structure of the English language is Teutonic. In German, cognates are distinguishable at a glance. The Germans made their learned language from within, and the American boy is fascinated by such linguistic development as is registered in the word "sour stuff" for what we call "acid." (5) But the most potent reason for studying German is "Erdkunde." If the people who object to German in the high schools remembered their geography, they would not oppose it. Germany occupies a central position on the northern plain. A fifth of the world's coal supply comes from German soil, and so long as this coal holds out it will share with the other coal fields in the rule of the earth. Rectification of present boundaries does not touch the heart of the matter.

In the new era upon which we are entering, Germany will be more important than ever before. Henceforth economic factors in government will be clearly seen, and no matter how you regard the probable event of the struggle, Berlin will be the geographical center of it, until that center moves eastward. In due time it may

be necessary for business men of the earth to learn Russian or even Chinese. Certainly in the near future it will be necessary for many of them to learn German. The world is a whole and therefore the whole process of education in the secondary schools should be unified after the method of the sciences. Each science is distinguishable from the rest but not separable. Modern German must be illumined by coal beds, trade routes and so forth. Such a unified system of education might be more potent for peace than all the leagues.

AN EXPERIMENT IN TEACHING SPANISH

By EDITH FAHNESTOCK

AN EXPERIMENT in modern-language teaching which we have been making for three years with apparent success in the Spanish department at Vassar consists of an arrangement of class work by which each class has part of its work under an American and part under a Spanish instructor. I am using 'American' reluctantly to distinguish a resident of the United States from a Spaniard, whether from Spain or Spanish-America. To speak of English-speaking and Spanish-speaking teachers is cumbersome and is not satisfactory since the American also speaks Spanish and the Spaniard English.

It seems to me that this plan of combining the instruction of the two types of teachers has distinct advantages which recommend it even under ideal conditions of modern language teaching; but that for a time like the present, when the demand for good teachers of both French and Spanish is far in excess of the supply, such a plan, modified, of course, to suit the needs of the various colleges and institutions, is especially helpful. I think it may also offer suggestions for making our foreign-exchange students contribute more directly to general departmental work than they could otherwise do.

Most of us will agree, I think, that the good foreign and the good American teacher each contribute something extremely important, and something different, at least in emphasis and point of view, to the training of the student. This divergence is naturally less great when we compare the contribution of a foreign teacher who has had the best training and who has been in contact with American life for years, knowing the language, literature, and general background of the student and understanding his psychology so that the maximum amount of work may be required of him, with that of an American teacher who through long and sympathetic study of the foreign language and literature and years of contact with the country, understands the foreign nation, the traditions of the people, and their point of view. But the foreigner who has recently come into contact with this country and who

often knows very little English, and even less of the literature, of the conditions of life in America, of the differing system of education, and of the entirely new type of student, certainly gives instruction as different as possible from that of the American who frequently has had very inadequate training, and but slight direct contact with the foreign country.

No matter what we conceive the qualities requisite for the teacher to be, the fact remains that the demand for teachers of Spanish came before we were ready to meet it, and has been increasing rapidly, and the same thing is coming to be true of French (though perhaps in lesser degree), for the number of students of French has increased everywhere since the war. In spite of the helps offered in the summer schools and in other directions we know that conditions, even though they are improving, are still bad. The combination of the work of the two kinds of teachers seems to me to save the student, in cases like this, from the worst effects of the teaching of either type of instructor whose preparation has been inadequate. And, on the other hand, it offers much of interest in difference in point of view and manner of presenting material where both teachers are ideally prepared. Still another advantage of the proposed plan is that it is for the first-year language work an admirable arrangement. It is possible to use younger foreign teachers, even those who know very little English. They are eager to give and to receive new impressions, and they make closer contact with the students giving them much outside the class-room as well as in class. They are invaluable, moreover, for their help with foreign plays or clubs.

After much thought, when I found that a young, inexperienced Spanish assistant was to be added to the department, I made a division of the work which has, with the expansion of the department, developed into the following plan. Our classes meet three times a week. The first year we divided the sections of first-year Spanish so that an American teacher met them once a week, and a Spaniard twice. This plan was due to necessity and not to choice, and the next year when there were additional instructors in the department, and when we could give the Spaniard one-third of the time and the American two-thirds, we found the results much better.

In general the American instructor gives the instruction in grammar and begins the reading of Spanish texts. Nearly all the reading (and the little translation which there is) is in the hands of the American. He knows the difficulties and can make all explanations absolutely clear without wasting time. He also realizes in the reading of texts what the student knows from his English vocabulary, his Latin, or his French, and can judge what assignments of work are adequate. For pronunciation I have found that the American instructor, who is thoroughly and scientifically trained in Spanish phonetics—a training that few Spaniards have had—is best for the preliminary work, and that this work combines excellently with the practical laboratory-like work of the foreigner, who gives in short interviews, individually or in groups, especial drill on sounds, and who keeps up that drill constantly on his day of class work. The foreign teacher, again, contributes in a practical way to the instruction in grammar, by continual corrections in conversation and in the written work which the students prepare for him. This written work is also differentiated. The American teacher is largely responsible for exercises and translations from English into Spanish, whereas the Spanish teacher requires much free composition. These compositions grow out of the ordinary subjects discussed in class by which the foreign teacher extends the vocabulary and knowledge of the student. It is a part of the work that the students enjoy, and at times they show much ingenuity in combining in new ways what they have learned. There is also much opportunity for the foreign teacher to introduce information about his country, customs, legends and the like. In the second semester, when part of the time is devoted to reading, our division of reading material gives him poems and one or two dramas. The poems, if carefully selected, offer much to discuss and explain, and they help the pronunciation of the student, especially when parts are learned by heart. They also give the student an added sense of the beauty of the sound of Spanish poetry—a beauty which it is always hard for any one not a Spaniard to convey adequately. The drama adds interest and vivacity to the class. It is often read by students taking different parts—and sometimes scenes are acted. Many conversational phrases and expressions have thus been almost unconsciously added to the active vocabulary of the student.

Toward the end of the year the Spanish teacher occasionally talks during the whole hour, and the confidence that the students have acquired from understanding him has been of the greatest help in enabling them to understand the one or two Spanish lecturers from outside whom they hear later. The foreign teacher gives the oral examination at the end of the semester.

On the other hand, it has been possible to go much further in all these directions than could otherwise be done because the American teacher has been all this time laying a sure foundation—a scholarly knowledge of the grammar and the ability to read as rapidly and easily as possible. The reading at first is very slow and thorough. Later some of the texts are read very carefully and exactly, and others rapidly in order to stimulate the imagination of the student and to increase his feeling for the language. The student is being helped also in slower fashion to use Spanish in class, for he uses the language in conversation, largely based on the material found in such grammars as Hills and Ford or Olmsted and Gordon, as well as in summarizing any story he is reading and answering questions about it. The American teacher also knows what customs will strike the student as strange, and explains much that perhaps would not occur to the foreign teacher. He also looks out for the executive work that comes up in connection with the classes—the general planning of the work, and the grading of the students, combining his estimate with that of the foreigner.

The second-year work continues the distinction in reading matter—poems and dramas again being read with the foreign teacher and discussed from his point of view. Free composition in the form of topics growing out of the work are written for both teachers, but with the foreign teacher the expression and general point of view are emphasized in the interviews that follow. With the American the knowledge of the reading assigned, and the conclusions arrived at in the topic are of the most importance. The American finds time in his teaching of Spanish literature to bring in comparisons and connections with other literature with which the student is familiar. The foreigner, on the other hand, can often make the student appreciate a foreign point of view better than the American, no matter how sympathetic the latter may be with Spain in general.

The third-year work divides easily. The subject matter of the course is sixteenth and seventeenth century literature. It is, however, expedient to keep up the contemporary language, and the Spanish teacher can do this by taking the class once a week, or once every two weeks, and using modern material for his part of the work. The long papers written by the student and the interviews which the Spanish teacher gives him on each are among the most interesting and valuable aspects of the work in this course.

Although not forming part of the "combined" class work, each of our two one-hour courses in composition carries out the same principle. The first, given by the American, consists of advanced grammar, exercises, much translation from English into Spanish, study of corresponding English and Spanish idioms, general ideas of the history and development of the language, etc. The second course has this course as its prerequisite, and is given by the Spanish teacher. There is no translation; the work consists of the study of Spanish authors and a great amount of writing in Spanish—letters and all kinds of prose, with chief emphasis on facility and correct Spanish idiom.

The conversation courses are entirely in the hands of the foreign teacher and offer opportunity to give much information about his country, its art, customs, institutions, etc. In this work there is generally an alertness and spontaneity and enthusiasm about the young instructor that holds the interest of the student.

It seems to me that the benefits of this method of combination are especially great in the early stages of modern language study and that it is here that the younger, less experienced teachers can be used, and I feel that the students get a great deal more from the directed work of the young instructors along these lines than older teachers perhaps realize.

One word of caution, however, is necessary in regard to the method. The success of the whole arrangement depends on careful planning, so that there is no unintentional overlapping, and so that the work does not lack continuity. Although by planning ahead classes may be exchanged in case of absence or illness and substitutes avoided in this way, yet regularity of of schedule is also absolutely essential. Students do not like uncertainty as to who is going to appear in class. On the other hand, the advice to plan carefully must in its turn be modified;

for the planning should not be carried too far and include enough detail to check in any way the initiative and spontaneity of either teacher. This caution is especially necessary in the case of the foreign teacher, for it is these very qualities which make his work invaluable to the department. It is to obtain this freedom, and to emphasize as much as possible the aspects of his teaching which his initiative develops, without sacrificing other sides of the work equally important, that we have resorted to this method of combining the work of these two distinct types of instructors.

Vassar College.

Editorial Comment

WITH this first number of volume IV the *Journal* goes into the hands of a new editorial board. Though launched at a moment when the disorganizing effect of the Great War was becoming more and more evident, the *Journal* went steadily and vigorously on under the direction of the first Managing Editor. Many of its subscribers and contributors were drawn into the national service in various ways; an important part of the editorial board, including the Managing Editor, donned uniforms in response to the appeal of patriotism and conviction. A natural and well-merited reaction in the United States against the political and military policy of the German Empire reached a regrettable extreme in the attitude of state legislatures, of school boards and of school administrative officers toward the teaching of the German language and literature. In not a few states it has been almost totally suppressed, and many of the teachers of the subject have been forced into other branches or have left the profession entirely. The founding of a vigorous periodical devoted entirely to the rapidly growing cohort of teachers of Spanish has also operated to diminish somewhat the subscription list of the *Journal*. It is very encouraging, therefore, to learn that there were more than 2400 subscribers to volume III, despite the causes operating to cut down its circulation. The magazine has justified the hopes and the confidence of the teachers who worked to establish it, and who pledged themselves to make good the monetary deficit which every one looked for in the first year. That this deficit has never existed is due to the ability and zeal of the first Business Manager, though the cost of manufacture has increased from year to year.

Thus the *Journal* comes into the hands of the new board a solvent, going concern. We cannot promise to advance as far from our starting point as our predecessors have done from theirs; we can only hope that the new administration will keep the ground already won, in the face of really great difficulties, and will push forward into new territory.

In the present state of affairs it will not be surprising if it turns out that most of the contributions to Volume IV bear on the Romance field. Mr. Krause remarks, in the conclusions to his bibliography of methodology, that articles on teaching German are diminishing in number. This tendency is sure to become more marked, and should create no surprise if it is manifested in the pages of the *Journal*, which is, after all, dependent on the teaching public for contributions. Naturally the board does not announce a policy of discouraging such articles, but it is safe to predict that they will be less numerous in the immediate future than in recent years. Its policy will, of course, be as in the past, to invite contributions from all teachers of foreign modern languages, in the conviction that there is room in American schools for all the modern languages through which great minds have spoken and are speaking to the world, and need of them as avenues of approach to educating and civilizing influences, as well to scientific, technical, and commercial effectiveness.

The Executive Committee is strongly of the opinion that the department of Notes and News should be expanded. Heretofore it has contained chiefly reports of meetings of regional associations, despite the appeals of the editors for other types of new items. Here, as in most other departments, the editors are dependent on the public. The new board pleads vigorously for help in this direction. It urges the readers of the *Journal* all over the country to send in for this department items of a personal, local, and general character. The readers of the *Journal* will be interested to have brief notes concerning movements or changes in any school system or individual schools and colleges, in the personnel, in the in the drift of interest toward a particular subject, in matters of policy, new or old. There is surely some one in every state who is somewhat in the center of modern language activities; who knows all the most capable teachers and their work; who attends most of the local and regional meetings and gossips with his or her fellows; who is, in short, in contact with almost everything, personal and professional, in the field of the *Journal*. We invite communications from such persons. We wish to appoint very soon a correspondent in every state. We are determined to increase the space devoted to "Notes and News," for if we do not, the

Committee warns us that we are in danger of losing our newly acquired editorial head with all its accompanying emoluments and privileges.

The present board hopes to develop further features in the bibliographical section of the *Journal*. All the editors will contribute to this, but Mr. T. E. Oliver will be primarily responsible. We expect to continue the department of reviews and notices of new publications. Readers interested in reviewing Spanish books will communicate with Mr. Joel Hatheway; Messrs. Oliver and Downer will be glad to find capable reviewers of French grammars and reading texts respectively; Miss Whitney will look after the reviews of German reading texts; Mr. Purin of German grammars and of general methodology.

The editors would like more articles of what may be called a "cultural" nature; studies of reading texts, showing what they contain of the history, the geography, the customs, the thought, the mental attitude of a people; articles on literary or social movements that will throw light on material studied in the high school and in the introductory years in college. There is need too for practical but sound discussions of questions of language and idiom. Many grammar questions, and some fairly elementary ones, trouble teachers and students alike. Most of them are well treated in reference books, but these do not often enough come into the hands of less fortunately placed teachers. Some of the current articles on teaching pronunciation furnish a case in point, and there are many questions of syntax and idiom that might be as profitably discussed in the pages of the *Journal*.

Volume IV will cost considerably more to manufacture than its predecessors and the board will be obliged to feel its way, in the first issues at least, until the new Business Manager can see his way clearly. The numbers will be kept down approximately to 48 pages, and contributors are requested to keep out of their articles all material—diagrams, cuts, tables and lists, text in a foreign language—entailing extra expense for setting up, unless it is *really essential* to the content of the article. The issues will increase in size as rapidly as the *Journal's* income permits.

It is clear that the incoming editors plan nothing revolutionary. They are grateful for the successful labors of their predecessors. They are aware that they must indeed give generously of their energy and intelligence if their administration is to be one of growth. It is their ambition to preserve the representative character of the *Journal* as the expression of modern language teaching in America. To do this they must make modifications as teaching conditions change. That is only natural. But the solid structure has been erected. The editors plead only that they may be aided in making it larger and worthier of a cause of growing importance.

Notes and News

The National Federation of Modern Language Teachers

Minutes of the Executive Committee
Milwaukee, Wisconsin, June 30th and July 1st, 1919

1) Representatives were for the West: W. A. Nitze, A. R. Hohlfeld, and C. H. Handschin, who held also the proxy for E. W. Olmsted; for the East, E. W. Bagster-Collins, and A. Busse, who held the proxies for W. B. Snow, E. Hauch, and L. A. Roux; the four committeemen from the East being Snow, Hauch, Roux, and Busse.

2) Acting under the instructions from their respective associations, the Committee organized as provided for by the Constitution (see *Modern Language Journal*, April, 1919). The following officers were elected: W. B. Snow, President; E. W. Olmsted, Vice President; C. H. Handschin, Secretary.

3) The Executive Committee now considered the emendations to the constitution proposed by the New Jersey Association and the Association of Modern Language Teachers of the Central West a d South, viz., the insertion in Section VII of the word "office" before the word "expense" and for Section VIII the following wording: "This constitution may be amended by a two-thirds vote of the Executive Committee, provided that such proposed amendment be previously published in the *Modern Language Journal* and that no action thereon be taken before each constituent association shall have had opportunity to instruct its representatives."

The Committee approved of the emendations and hereby refers them to the constituent associations for their approval.

4) Moved and carried that the board of consulting editors of the *Modern Language Journal* is hereby abolished.

5) Moved and carried that the names of the officers of the National Federation and those of the constituent associations be printed in every issue of the *Modern Language Journal.*

6) Moved and carried that Mr. John C. Weigel of the University of Chicago (German department) be elected business manager of the Journal for the usual term of three years. Mr. Weigel had been, at the request of the Executive Committee, for several weeks temporarily acting as business manager, although not formally elected.

7) Owing to a deadlock in the balloting for managing editor of the Journal, due to a desire on the part of the four Eastern

representatives to avoid electing two men from the same institution to important positions on the Journal, Mr. John C. Weigel voluntarily handed in his resignation as business manager of The Journal. His resignation was accepted and a vote of thanks given him for the services he had rendered the Federation by temporarily performing the duties of business manager.

8) Moved and carried that A. Coleman of the University of Chicago, (Romance department) be the managing editor for the ensuing term.

9) Moved and carried that the terms of editors be as follows: Managing editor, three years, associate editors, one, two, or three years, as the Executive Committee shall determine by lot at the time of election; that there be five associate editors, two of which are to be from the section of the country in which the managing editor resides (East or West), and three from the other section.

Meeting of the Executive Committee, July 1st, 1919

1) Moved and carried that A. Busse is hereby designated as the Eastern representative of the business manager of the Journal.

2) Moved and carried that C. H. Handschin, A. Coleman, and A. Busse are hereby appointed as a committee with power to act to appoint the business manager of the *Modern Laugnage Journal*. (Note: This committee subsequently appointed Mr. E. L. C. Morse, principal of the Phil Sheridan School, Chicago, and teacher of Spanish.

3) Moved and carried that the term of the business manager be three years.

4) Moved and carried that the salary of the business manager shall be for the present $200 per year, and that his Eastern representative be paid ten per cent on all advertising he brings in.

5) Moved and carried that the office expense of the business manager and of the managing editor be allowed out of the funds of the Journal, and that their accounts be annually audited by a committee of the Executive Committee.

6) Moved and carried that associate editors be appointed as follows: (the length of the term was decided by lot)

Oliver, Thomas E., University of Illinois, one year
Whitney, Miss Marion, Vassar College, one year
Purin, C. M., Milwaukee Normal School, two years
Hatheway, Joel, High School of Commerce, Boston, two years
Downer, C. A., College of the City of New York, three years

7) Moved and carried that the Executive Committee express its gratitude to Professor E. W. Bagster-Collins, outgoing editor of the *Modern Language Journal* for his effective establishment of the Journal, and for his enthusiastic and efficient management of the same during its early and trying years.

8) Moved and carried that a department of "Notes and News" be established in The Journal for items of current interest to modern language teachers, the direction and management of the same to be left to the managing editor.

C. H. HANDSCHIN, *Secretary.*

FROM THE C. E. E. B.

When the figures of the College Entrance Examination Board for this year are published, the results of the examinations in the subject of German will be of special significance for school administrators interested in increasing the efficiency of language instruction. The readers have noted an improvement in the German papers, both elementary and advanced, that can be explained only by the conditions under which instruction in German has been carried on during the war. The number of students has everywhere dwindled rapidly; the proportionate reduction of the teaching force has necessarily been less precipitate. This has resulted in smaller classes and more attention to the individual student than could possibly have been attained in any department under normal circumstances. The unmistakable gain in mastery of the subject, as attested in the findings of the College Entrance Examination Board, should go far toward demonstrating the superior effectiveness of smaller language classes, and help the greatly enlarged departments of French and Spanish in securing the increased appropriation necessary for the best results.

Florence G. Jenney, *Reader in German.*

The comprehensive examinations in French left the reader with the impression that the question papers had been, on the whole, satisfactory and well balanced. The questions which gave third year candidates the greatest difficulty were those having to do with pronunciation, idioms and free composition.

The question on pronunciation was in almost all cases very badly answered. Not only did candidates show no familiarity with phonetic symbols but, what is more serious, no ability to classify or group sounds. This sort of knowledge is particularly important to the student of French and may be rather easily acquired. Since oral examinations seem impossible, it is essential that every entrance paper include some test of pronunciation.

Among the idioms which third year candidates were asked to use in sentences and to define, there were several which practically no one knew. This would be true of any list of detached idioms of a certain degree of difficulty. The student's conscientious efforts to use entirely unknown expressions do much to enliven the reader's task but, so slight is the chance of guessing right, that they amount to little else. Especially under the new comprehensive plan, would it not be better to give a choice of idioms to

be defined or to ask the candidate to give from his own vocabulary a certain number of idioms of a specified type, unless in the description of requirements the use of some standard book of idioms is recommended?

Another point which calls for consideration is the free-composition question. The work in most college courses in French and the general tendency in modern language teaching is such that it is very important for the student to be able to express himself in the language with some degree of accuracy and clearness. In many of the papers this part of the work seemed unnecessarily poor, showing an insufficient vocabulary of common words and often greater carelessness than the set prose written by the same student. More stress might well be laid upon free composition in the description of requirements, and the student would perhaps attach more importance to this type of question if it were grouped with the prose instead of always appearing at the end of the paper. It may sometime seem wise to require for entrance to college a passing grade in translation from French to English and a passing grade in the use of French. The former, being much easier for most students, naturally carries through a considerable number of candidates who are deficient in the use of the language, a deficiency which is sure to prove a serious handicap in college.

Finally, from the record of time spent by each candidate, it was evident that among those who left early there were many whom further meditation could scarcely have failed to benefit.

Much more that is favorable and encouraging might be said of questions and answers. There seems every reason to believe that the comprehensive examinations will do much to furnish the college with better material and to protect the student by making it impossible for him to undertake work for which he is ill-fitted.

F. D. White,
Vassar College. *Reader in French, C.E.E.B.*

Association of Modern Language Teachers of the Central West and South

The fourth annual meeting was held in Chicago, May 9, 1919: The most important items of business transacted were:

1. Appointment of a committee to revise the constitution.
2. The approval, with one emendation, of the constitution of the National Federation.
3. Approval of the arrangement of a program for a modern language section of the N.E.A. at Milwaukee.
4. Election of the following officers for 1919–20: E. W. Olmsted, University of Minnesota, President; Secretary-Treasurer, C. H. Handschin, Miami University; members of the Executive Council: Mrs. C. E. Fink, Grand Rapids; Miss J. Willemsen, Soldan High School, St. Louis.

The following program was presented:

PROGRAM

Friday, May 9, 7:30 p.m.

Informal dinner, Auditorium Hotel.

8:30 p.m.

The President's Address: *Vitalizing Modern Languages,*
E. S. Ingraham, Ohio State University

Meeting of Committees.

GENERAL SESSION

Saturday, May 10, 9:15 a.m.

Annual Report of the Secretary-Treasurer

Appointment of Committees

1. *Has the War proved that our Methods of Teaching Modern Languages are wrong, as President Butler has stated? A Symposium*
 E. C. Hills, Indiana University
2. *Certain Principles of Text Annotation*
 John Van Horne, University of Illinois

FRENCH SECTION

Saturday, May 10, 2:15 p.m.

Wm. A. Nitze, University of Chicago, *Chairman*

1. Report of the Committee on French Syllabus
 Kenneth McKenzie and Josephine Doniat
2. *Methods of Teaching French Pronunciation*
 Olin H. Moore, University of Illinois
3. *Should We Teach Elementary French in College?*
 Algernon Coleman, University of Chicago
4. *The Teaching of Vocabulary by the Direct Method*
 Arther G. Bovee, University High School, University of Chicago,
5. *Practical Daily Drill in Phonetics in First Year French*
 Charles E. Young, University of Iowa

GERMAN SECTION

Saturday, May 10, 2:15 p.m.

Herman Babson, Purdue University, *Chairman*

The Future Academic Status of German in Our Country

1. *In the High School and the College*
 A. M. Charles, Earlham College
2. *In the Graduate School*
 C. H. Handschin, Miami University

Report of the Committee on German Syllabus
Chas. M. Purin, Milwaukee State Normal School
Miss Lydia M. Schmidt, School of Education, University of Chicago

SPANISH SECTION

Saturday, May 10, 2:15 p.m.

E. C. Hills, Indiana University, *Chairman*

1. *Grammar in First Year Spanish*
 Carl O. Sundstrom, Lake View High School, Chicago
2. *Problems of Teaching Spanish in Summer School*
 G. T. Northup, University of Chicago
3. *Study of Spanish Phonetics in Schools and Colleges*
 J. Moreno-Lacalle, United States Naval Academy
4. Report of the Committee on Spanish Syllabus
 J. D. Fitz-Gerald, University of Illinois
 Alfred Nonnez, Walnut Hills High School, Cincinnati

THE MODERN LANGUAGE SECTION OF THE N.E.A.

The Association of Modern Language Teachers of the Central West and South arranged for the program of the Modern Language Section of the N.E.A. at Milwaukee June 30th and July 1st, 1919. There was a good attendance and most excellent papers and discussions.

The following program was rendered:

PROGRAM

GENERAL MEETING June 30 2:00 p.m.

W. A. Nitze, University of Chicago, *presiding* (in the absence of the chairman, Hugh A. Smith, University of Wisconsin).

1. *Personality and Modern Language Teaching*
 Dean Elizabeth Wallace, University of Chicago
2. *Readjustment in Modern Language Teaching*
 C. M. Purin, Milwaukee Normal School
3. *The Choice of Reading Texts in America as Viewed from Abroad*
 Albert Schinz, Smith College

Section Meetings July 1, 2:00 P.M.

A. FRENCH

A. Coleman, University of Chicago, presiding (In the absence of the chairman, T. E. Oliver, University of Illinois).

1. *Coördination in high school and college, with especial reference to French* F. B. Barton, University of Minnesota
2. *The dictaphone and the phonograph as aids in teaching French pronunciation*
 C. E. Parmenter, University of Chicago
3. *Conversation in the class room*
 Madame Odile Sanner, Chicago

B. GERMAN

E. C. Roedder, University of Wisconsin, presiding

1. *Aims in College German*
 R. H. Fife, Wesleyen University

3. *Tests and Measurements. The next step?*
C. H. Handschin, Miami University

C. SPANISH

Principal E. L. C. Morse, Phil Sheridan School, Chicago, presiding

1. *The Study of Spanish Literature*
E. C. Hills, Indiana University
2. *The Study of Spanish Grammar*
C. D. Cool, University of Wisconsin
3. *The Use of Phonetics in Teaching Spanish*
F. A. Hamann, South Division High School, Milwaukee

Program Committee: W. A. Nitze, A. R. Hohlfeld, E. W. Olmsted

At a general meeting held July 1st at 2 P.M. Prof. A. Schinz, Smith College, presiding, Prof. A. J. Roehm presented the plan of the proposed international correspondence between school children which is now placed on a sound financial basis and which aroused considerable interest.

After adoption of the report of the committee on resolutions it was moved that Chairman W. A. Nitze increase this committee to the number of fifteen, and that the committee be authorized to coöperate with a similar committee of the M.L.A., to draft resolutions expressing the guiding principles of the two leading associations of Modern Language Teachers of the United States and to take such steps to bring these before the public as may seem wise.

C. H. HANDSCHIN
Secretary National Federation.

The Department of Education of the State of New York invited a number of experts in different lines to meet at Albany last June and to consider the educational needs of the State. Almost every phase of public education was represented, from the Kindergarten to the University and from the care for the teeth of the pupils to the care for the intellectual needs of the especially gifted among them. There were no large meetings or formal speeches, but conferences of ten or a dozen experts meeting together for informal discussion of their own subject. One such conference was devoted to foreign languages and their place in the scheme of public education. While there was some talk about the comparative value of the different modern languages and of the modern as opposed to the ancient tongues, the main discussion centered about the general subject of the educational and practical value of the study of foreign languages; the amount of time which should be

assigned to it in the school program; how this time could best be utilized; how to find and train a sufficient number of competent teachers for the work; etc., etc., The result of these conferences is to be summarized and published by the State and it is to be hoped that something of interest to our readers will come of it.

At the New York State Educational conference held in Albany in June, it was stated that objection had been made to continuing to require the study of a foreign language in the high school course on the grounds that the examination marks were less satisfactory in this subject than in almost any other. It was suggested, however, in the course of the discussion, that this result may be due to the fact that there is no other examination subject in which the pupil is forced so absolutely to rely on himself and his own knowledge as in this. He finds on the examination paper words and constructions with which he is familiar, but in new combinations and in new connections, so that no parrot-like memorizing, no hasty final cram, will help him to meet this test. He must recognize his simple words and phrases wherever he meets them; however small his vocabulary, however easy the constructions he has learned, he must be able to use them independently. If he has done his daily work well, he will pass with ease; if not, no last moment repentance, no outline or syllabus, no list of dates or facts to be hastily memorized, will help him. Is not just this the best of reasons for continuing to require the study of at least one foreign language of every pupil, especially as the knowledge so gained will be very useful to him in after life?

The Romance department of Johns Hopkins University has been revivified by the appointment of H. Carrington Lancaster of Amherst and Gilbert Chinard of California as professors of French Literature. Professor Lancaster will assume the headship of the department. These two appointments are full of promise for the future of Romance studies at Hopkins and go far toward consoling friends of the department for the treble loss sustained three years ago in the departure of Armstrong, Marden, and Shaw.

Richard T. Holbrook has been appointed chairman of the newly organized French department at the University of California, Ruldolph Schevill, formerly in charge of the three Romance studies as one group, becomes chairman of the very large and growing department of Spanish. No announcement has been made of the selection of a professor of Italian.

Horatio E. Smith, assistant professor of French at Yale, has been appointed professor of French at Amherst College, and will be in charge of the work in Romance languages. Professor Smith has just returned to the United States after eighteen months service in the Foyers du Soldat.

A. Marinoni, of the University of Arkansas, who was sent to Italy by the Y.M.C.A. as director of the educational work in the *Case del Soldato*, is returning to America with an Italian mission which he will guide on a tour of important industrial centers. He will then return to Italy to aid in putting the *Case* on a permanent basis in that country, especially among the operatives in industrial plants.

An impetus is being given to the establishment of foreign language centers in the United States. Columbia University has altered the character of its *Maison Française* so as to throw it open to students and make it a *foyer* for *les choses de France*. The *Maison Française* at Wisconsin is a distinguished success both in size and activity, and the newly established French House of the University of Chicago has completed successfully its first term, and bids fair to outgrow its present quarters before others can be obtained. The presence in the different centers of the French *boursiers* and *boursières* has turned out to be a considerable advantage for the clubs and other groups interested in the French language. It is to be hoped that we shall soon have similar ways of encouraging the study of Spanish and Italian as spoken languages.

Hugh L. Kelly, Secretary of the American Association of Colleges, is collaborating with René Galland, of the French High Commission on a comparison of the French secondary school curriculum with that of a high school and college student in America, with a view to determining the point at which the graduate of a lycée or collège should enter an American college.

Pedro Henriquez Ureña, professorial lecturer in the University of Minnesota, will spend the winter at Madrid engaged in literary work. His place will be filled by Antonio Heras who was on the Spanish staff of the University of Chicago in 1917.

Casimir Zdanowicz, formerly of the University of Wisconsin, has been appointed professor of French at Randolph-Macon Woman's College to fill the vacancy caused by the death of the much regretted young scholar, Gustav G. Laubscher.

Reviews

RECENT FRENCH READING TESTS

I

Mon Petit Trott. A modern French readery by LÉOPOLD CARDON. Silver, Burdett & Co. 1918. xiii+183 pp.

Léopold Cardon has made admirable use of André Lichtenberger's *Mon Petit Trott* in a series of twenty-four reading lessons, the spirit of which is expressed in the preface: "We read, speak, and write." The construction of each lesson corresponds exactly to the motto. At the head of each lesson stands an interesting French title, as "Trott Reçoit Des Cadeaux." Between this and the text are printed in French and English not more than ten idiomatic phrases in the order of their occurrence. In the opening lines of the text, the pupil is graphically reminded of the necessity of oral preparation in the following manner: "Avant que Trott soit réveillé, quelque chose dit en lui: "C'est Noël," et aussitôt Trott se réveille. Vite il saute à bas de son p(e)tit lit où hier il s'endormit si lent(e)ment, pensant que jamais demain n'arriv(e)rait; vite il cour(t) à la ch(e)minée où il a posé ses deux p(e)tits souliers jaunes." After the reading, which never exceeds four pages, comes oral practice in grammar and syntax, consisting of not more than ten complete sentences from the text illustrating some grammatical difficulty, followed by references to Cardon's "*Practical French Course.*" For example:—"*Comme* je voudrais que mon papa *soit* ici." It is intended that these sentences shall be read aloud by the teacher and repeated two or three times consecutively by the pupils in order to "train the ear and register these forms in the pupils' minds, so that they can be used spontaneously, either in speaking or writing." Exercise three is devoted to verb drill. Exercise four, "Pour apprendre à parler," provides for "Construction spontanée" by requiring a variety of verb changes in a small group of sentences. The actual speaking takes place in the part headed, "Conversation," consisting of questions. Having thus read and spoken, "we write" in Exercise five—putting into French, not dull disconnected English sentences, but a lively little paragraph of English which does justice to Trott and his adventures. This excellent fivefold lesson division which makes the pupil possess the text and absorb grammar is followed throughout the book with increase in the diffculty of the exercises, but no increase either in the amount of text or in the length of the exercises. The book concludes with

Cardon's synthetical study of the French verb, and with vocabularies which appear excellent except in at least one particular—the bête noire of beginners, "appeler," is printed "appeller."

As is stated in the preface, the book is intended to be used in connection with the second half of the author's *Practical French Course* for beginning students in college or high school (June 1917). It can be easily seen, however, that the material meets the needs of students completing elementary French under any system. Grammatically it is equally well adapted to high-school or college students. As a story, however, it is better adapted to college students than to young high-school pupils, who might fail to enjoy many passages requiring maturity of mind for full appreciation of their delicate humor.

II

Carnet de Campagne d'un Officier Français par Lieutenant René Nicolas de l'Armée Française. Edited by Edward Manley. B. H. Sanborn & Co. 1919. xi+266 pp.

Edward Manley has rendered a timely service to French teaching by publishing in a form adapted to the class-room the *Carnet de Campagne d'un Officier Français*. The necessary abridgements do not prevent it from being as interesting to students as it was to the readers of the *Atlantic Monthly* as translated by Katherine Babbitt, under the title "The Lieutenant's Story." High-school teachers who are at present using it, find that their classes read it with keen enjoyment. Some are using it as a text for careful preparation and others for rapid reading.

The young lieutenant has a style which is continually interesting whether he is describing the interruption of a hot chocolate party by an intrusive "obus," talking of misery and discomfort, or noting down the joy derived from his old Rabelais and the delight with which he reread his Don Quichotte. The numerous literary and artistic references have been excellently handled in the foot-notes. There appear also a few grammatical suggestions and the more difficult military terms. Two of these foot-notes need comment, however. It is doubtful whether the explanation of the word "boche" on page 12 is the most accurate of the many that have been proposed. Certainly it would be well to mention the fact that the term "alboche" was used in the war of 1870. There is no authentic record of the fact stated on page 14 that Rabelais was punished for the use of the cadaver in medical instruction. In addition to the foot-notes, there is an extensive French-English vocabulary and a section giving the more important tense forms of the irregular verbs used in the text. Mr. Manley has used the old instead of the new grammatical nomenclature in dealing with verbs. This is true also of Mr. Cardon in his Synthesis of the

French Verb. (See Review of *Mon Petit Trott.*) Mr. Manley has used a verb arrangement rather different from the customary grouping. It serves to emphasize the frequent similarity between the past participle and the past definite (past absolute) and places the imperative between the present indicative and subjunctive, as follows:—

connaître		connaissant		connu e	
connaîtrai				connus	
connaitrais		connaissais		connusse	
connais	-nais	-naît	-naissons	-naissez	-naissent
	-nais		-naissons	-naissez	
connaisse	-naisses	-naisse	-naissions	-naissiez	-naissent

As may be seen this scheme limits the principal parts to three forms. There are also some exercises which as the author puts it, "Some teachers may find useful in case they are too much occupied with other work to make their own." These exercises contain word lists, verb drill, and English sentences based on the text. They are of a very practical character. It is unfortunate that in the lesson on "Time" on page 173, "quel" is used instead of "quelle" in "Quelle heure est-il?" The final touch to this interesting book is the remarkable collection of war pictures suggesting so vividly the experiences of Lieutenant Nicolas.

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ETHEL PRESTON.

L'Abbé Daniel. By THEURIET. Edited by JAMES GEDDES JR. Walter-Ballard French Series. Scribners, 1919.

Prof. Geddes' edition of *l'Abbé Daniel* is a very welcome addition to Direct Method texts. On the whole the volume is very carefully prepared. It is supplied with excellent grammatical exercises and *Questionnaires*, and the notes in French, defining words difficult to understand at first sight, are most accurate. It is perhaps a pity to cut up a detailed French Introduction, containing a biography and criticism of Theuriet, into chapters of *Questionnaires*. One wonders whether that is not pushing the Direct Method a little too far. Or rather it would offend the eye less were those questions removed to the end of the whole treatment. Besides, Theuriet's life is not of sufficient importance to justify burdening the pupil's mind with all the events of his career. A brief account of his place in literature would have sufficed.

In going through the text very carefully one gets the impression that the Vocabulary is the weakest part of the volume. There is a decided discrepancy between the French notes at the bottom of the page and the meaning given to the same word in the vocabulary. The following changes might be suggested:

P. 2, *dans le monde*—the only definition we find for *monde* is world, people. As a matter of the fact here it has the meaning of *society;* p. 2, *si j'en crois mon cœur* could well be defined, and perhaps placed in the list of *Expressions idiomatiques*; p. 10, *les domestiques ne tarissent pas sur . . .* is correctly defined in the French note but could better be translated by "do not stop talking of" instead of being put in the positive, "speak unceasingly of"; p. 11, *m'a mordu au cœur, mordre* could be defined by a better word than "bite," the more so that the phrase appears in the list of *Expressions idiomatiques*; p. 17, *qu'il faut peu de chose* might likewise be defined; p. 18, *il me serait donné* needs explanation; p. 18, *bandeau de plomb* is rather a *band* than a *bandage*; p. 22, *vienne Pâque fleurie,* should be explained, especially on account of the subjunctive; p. 23, *ne m'a laissé désirer,* needs definition; p. 26, *jeudi saint* should appear as such in the vocabulary; *livrer passage* ought to be defined; p. 27, does the student know that "mallet" (*maillet*) is an insect? . . . ; *faîte,* when applied to a house, is not "summit, ridge" but "roof, roof-timbers"; students do not always understand the construction in *pauvre à faire pleurer* without an explanation; *forte* in *la plus forte partie* requires more defining than "strong"; 28, the word *œuf* is omitted from the vocabulary, and nowhere is the expression *pour mes œufs de Pâques* defined, though it figures in the Questionnaire; p. 31, *s'étende* is not correctly defined as far as this passage is concerned; *changé de* occurs so frequently in the text that a comment might be necessary; p. 32, *qui sont quelque temps avant de . . .* needs definition; also *tout sauvage qu'il est; rendra* is correctly explained in the note as "récompensera" but is not correctly defined in the vocabulary; p. 35, *se répandre* should be more accurately defined; p. 37, *il s'effrayait rien qu'à . . .* to be explained; *il avait failli* is rather "almost" than "missed, failed"; p. 43, *il n'était pas sorti . . . que,* requires explanation; 47, *sage-femme* is omitted from the vocabulary; p. 53, *il n'avait plus de chez lui* could be defined in the French notes; p. 54, *clair* in *au clair de lune* is a noun, but does not figure as such in the vocabulary; p. 55, *double* in *le double de* is a noun, not so in the vocabulary; p. 56, *tous deux se faisaient violence,* correctly translated in the French note, with the meaning of "restrained," not correct in the vocabulary; p. 62, *prît la parole* should appear under *prendre* or *parole*; p. 63, *elle a de la volonté,* means "she is strong willed"—not so defined in the vocabulary; the expression might well be listed in the *Expressions idiomatiques* together with *prendre la parole* and *être du goût de,* which do not appear there; p. 63, *pastour* should be commented upon, since it is a dialectal form; p. 69, *ne faisait pas plus mauvaise figure,* should also appear in the vocabulary under *faire* or *figure; il y avait du maquignon dans Beauvais,* is rather "there was something of the horse-dealer in . . . "; 70, *alliance* might rather be translated by "combined

forces with him," "sided with him"; *lourdaud* is here an adjective (correctly so in the notes), meaning "clumsy" rather than a noun, as in the vocabulary; p. 80, *nourri* means "louder, stronger"; *cela vous serre le cœur*, defined in the notes, but in the vocabulary we read "*to sink* (of heart)," which is unsuitable; *à bout*, applied to a candle means "burned out", and should appear as a phrase in the vocabulary, as it does in the *Expressions idiomatiques;* p. 81, *repassait*, means "to go over, review," and not "pass over or by again"; p. 87, *pris à* should figure under *prendre* with the meaning "deceived by," as in the note; p. 87, *les choses en étaient là*, should be under *être*, and defined, as in the note; p. 89, *je m'adresse bien*, altho defined in the note ought to be found in the vocabulary with that meaning; p. 93, *à la recherche de*, not in the vocabulary—(*recherche* is here a noun); 94, *il ne pouvait se lasser de*, correct in the note, incorrect in vocabulary and means "stop, cease"; p. 96, *rompre avec un idéal*, is not "break" but rather "part"; 101, *piqué*, which also occurs with the same meaning on 144, means "vexed, hurt," and not "sting, nettle"; *mette au rang de*, might be translated in vocabulary; p. 102, *à d'autres*, and p. 136, *en voilà bien d'une autre*, require grouping and defining under *autre*, used substantirely; p. 104, *char à bancs*, correctly explained in the vocabulary is really a "wagonette"; p. 109, *si rapprochés l'un de l'autre*, "close" and not "bring near"; *cascades*, as in the note and not as in vocabulary; *dominés par*, not "dominate, command," but "surmounted by"; p. 112, *drôles*, is misunderstood by the editor; the fact that the word is in italics should have given the cue that it is a dialectal form meaning simply a girl (cf: Eugène le Roy, *Jacquou le Croquant*); and the passage here is perfectly clear. We have the contrast between the *drôles* (young girls), and the *gars*, and this is borne out in the following sentence, for we read: "En Poitou, le présent d'un tourtrisseau de deux sous fait par un garçon à une fille est toute une déclaration d'amour." P. 113, *tressauter* does not mean "fly off" but "shake"; p. 114, *tenaient en place*, and p. 145, *ibid*, should be put under *tenir* or *place* as phrases; p. 118, *c'en est fait* should find a place in the vocabulary; *me faire rire au nez*, also in the notes, should be grouped with other expressions under *rire;* p. 127, *c'est là qu'il ferait bon vivre*, ought to be defined; p. 128, *battre à tout rompre*, ought to be in the vocabulary; p. 129, *épanchements* are rather "effusions"; p. 130, *s'en douter* means here rather "without noticing"; p. 135, *bourra sa pipe*, "filled" and not "rammed"; p. 136, *il n'a pas un sou vaillant*, should be in the vocabulary as a complete phrase; p. 138, *entrer dans les ordres*, should be also in the vocabulary; p. 144, *regarderiez à deux fois*, should be under *fois* or *regarder*; *faire mauvais ménage* likewise should be in vocabulary; p. 145, *à peine si on tient quatre*, interpreted correctly in notes, should be under *tenir*, with meaning

"to be room for"; p. 149, *siégeait*, rather "presided" than "sat"; p. 150, *traduisait*, better "expressed, reflected" than "translated".

A few suggestions might be made concerning the Exercises:

P. 8, I, it would be better to make it clear that the words are not interchangeable.

P. 29, IV: "*de bien et de peu*": I, 3, "*j'ai beau feuilleter*" would not normally be used in French in the negative!

P. 24, II: should rather be printed as p. 105, III, for the periods after the words in the column on the left are misleading.

P. 73, V: is "l'omission de l'article" perfectly clear?

P. 133: "Employez dans des phrases des synonymes des expressions suivantes." Why group the two processes together? Let the student first find the synonym.

P. 107: *Expression* 22, should read "Etre plutôt bien que mal." Without *être* the meaning is different.

There are remarkably few misprints in the book. The following are the only ones found: p. 1, neurtro; p. 12, IV, "et un article" should be followed by a comma; p. 58, *tout* should be in italics; p. 85, 5, should read "être à *bout* and not *tout*; p. xvi, print *Mme* and not *Mme.* (that is, no period is required). I found nowhere an explanation of certain words in the text being put in italics.

In a few places, especially in the Introduction, the French could be improved upon. The style as a whole might be qualified by the epithet "pompier." One should hardly want a student to imitate it. P. x, II, one does not say: "*poursuivre* ses aptitudes"; p. xi, III, we read: "Il franchit les nombreux échelons . . . et atteignit celui de chef de bureau à Paris, *ayant* la Direction générale de l'Enregistrement." To begin with, Theuriet never held that position; on the following page we are told clearly and correctly that he was "rédacteur à la Direction générale." Perhaps instead of "ayant" we should read "dans," for with the participle the sentence is unintelligible. In the same paragraph we find: "la Touraine, où *a lieu la scène* de l'Abbé Daniel"— in French a "scène" does not "avoir lieu." On p. xiv, VI, there are several sentences without principal verbs, as for instance: "*Deux Sœurs* (1889); *Coeurs meurtris* (1896); *Années de printemps* (1896), réédités ensemble avec *Jours d'été*, et publiés sous le titre *Souvenirs de vertes saisons.*" In the same paragraph we read: "En général le mariage est le pivot autour duquel se *déroulent* les idylles de Theuriet; things *tournent* and not *déroulent* around a pivot. On p. xv; "cette histoire . . . *unit* bien les personnages . . . et la campagne—the verb *unir* is impossible in that connection, while the rest of the sentence, "ainsi que la couleur locale nous rappellent cette charmante idylle de George Sand, *la Mare au diable*, *l'une et l'autre* des chefs-d'œuvre dans leur genre"—makes little sense, for *l'une* is too far removed from its subject for one to follow to what it refers, and besides the construction is not a French one. The

editor's comment that the two books rendered a great service as text-books in the teaching of American youth gives the impression that they might have been written with that aim! On page xvi, sentence "eut un beau succès *et est* toujours populaire" is unfortunate; and one cannot say that Tennyson used *Jean-Marie* to *composer* Enoch Arden, for the verb really means to put pieces together. P. xvii, one cannot say in French, "les *scènes* soient *faites* de main d'artiste." And I should like to know what distinction the editor makes between *paysanne* and *villageoise*—"ainsi que la bourgeoisie française, moitié paysanne, moitié villageoise." Perhaps he wanted to draw a distinction between country and city, and took "villageoise" as coming from "ville." And one does not say "il a servi sa patrie *d'un* dévouement," but "*avec*." The very last sentence of the Introduction is likewise faulty, "qui *comptaient* parmi eux les élus *des* littérateurs"—the editor meant "the select among the literary men," but the sentence as he gives it means: "those chosen by the literary men!" I am afraid that it was his English which led him astray here.

The
Modern Language Journal

VOLUME IV NOVEMBER, 1919 No. 2

SPEAKING VS. READING

A DISCUSSION OF THE CHICAGO PLAN OF TEACHING FRENCH

By Francis M. Froelicher

A SERIES of articles entitled "French Course of Study" appeared in the Modern Language Journal (Feb. to May, 1919) outlining the procedure in the Chicago University High and Elementary Schools. It serves as an example 'par excellence' of the extreme ends reached in recent modern language instruction. A study of the underlying principles involved in this article is here set forth. As all but the first instalment deal rather with materials and methods, this discussion will be confined to the subject matter of the first article.

The "Direct" method of teaching foreign languages has met with widespread approval and has led to a more extensive study of at least one such modern language. It has been ratified in full or in part by scores of teachers who could not possibly use it and has been enthusiastically supported at language meetings all over the country. It is valuable if used with discretion and together with thorough grammatical work in our own tongue, but it has overemphasized the element of *learning to speak*.

The amount of time to be devoted to a given subject depends on our conception of its aims and values. The writer disagrees with the principles guiding the Chicago system because he does not believe in the "Direct" method except as supplementary, and he does not believe that more than three years of the combined elementary and high school courses should be devoted to the study of any modern foreign language. No issue, however, is

taken with the Chicago plan except where underlying principles are involved. It has little novelty for the teachers who have been steeped in this sort of material for several years, and is at the same time so detailed as to be of the greatest service to those who might find it hard to draw up for themselves a logical outline for direct application.

The following statements are taken verbatim from the article under discussion:

1. French is a living language and should be taught as such.
2. The aim of the study of French is to learn to speak, to write, and to read French for practical purposes as well as for literary study and appreciation.
3. (a) It possesses, of course, disciplinary value. (Professor Nitze quoted) "Solid training in pronunciation by phonetic methods will develop the student's capacity for articulation in general, his auditory perception, his observation and judgment."

(b) The practical significance of this point has recently been shown by the fact that men in officers' training camps were refused commissions because of their inability to enunciate distinctly.

4. The study of French has, however, a special utility. It is indispensable for travel and service abroad.
5. The cultural value of a knowledge of French has been even more largely recognized than its utilitarian importance.
6. Finally, the careful study of a different idiom develops the linguistic sense and produces, as perhaps its most valuable result, a keener appreciation of the mother tongue.

1. "French is a living language and should be taught as such."

This axiom is at the root of recent modern language instruction. It is the sudden recognition of so obvious a fact that has led to equally sudden departures from former methods and to numerous radical conceptions of aims and values that are as misleading in their lack of logic as the conceptions they displaced. Progressive teachers treat French as a living language, but it does not follow that eight years of elementary and secondary teaching should be devoted to French as a major subject as in the Chicago plan.

2. "The aim of the study of French is to learn to speak, to write and to read French for practical purposes as well as for literary study and appreciation."

If this statement is true, it involves numerous implications. It is necessary to study these implications in order to discover

which of the three aims (speaking, writing and reading) is most weighted. The system under discussion bases its conclusions on the theory that they are here written in a descending scale of importance, while the writer believes reading to be most important and his reasons will be discovered in the succeeding paragraphs.

3. (a) "It possesses, of course, disciplinary value. (Professor Nitze quoted) "Solid training in pronunciation by phonetic method will develop the student's capacity for articulation in general, his auditory perception, his observation and judgment."

The disciplinary value of any subject is not enough to project it on the program of studies. It is generally agreed that a subject has no a priori disciplinary value, and psychologists have concluded that disciplinary value is derived in the mechanical process of learning and not in the content of a given subject. To attempt to justify the extensive-intensive study of French on the grounds of Formal Discipline is therefore invalid. Granted that there is a disciplinary value in any subject, there is always the corollary of identical elements in the learning process, and with respect to a program of studies, this fact merely proposes French to our consideration, but does not make it any more important than the study of any other topic full of learnable content.

The remarks quoted from Prof. Nitze involve the same stress of conscious correlation. These assertions may be brought forward for the study of any subject. If the cerebral pathways are susceptible to general disciplinary treatment, it does not matter what subject we may select, but the results will depend solely on the methods of teaching. The content of a given subject will therefore determine its place in the curriculum. If a pupil studies French, his auditory perception of French is developed; it is developed for other languages only in so far as correlation is emphasized. To say that it develops observation and judgment is to use again the abandoned theory of Aristotle that the mind is endowed with certain faculties and that the business of education is to train these.

3. (b) "The practical significance of this point has recently been shown by the fact that men in officers' training camps were refused commissions because of their inability to enunciate distinctly."

It is hardly necessary to refute the use of this as an argument for the extensive study of French. Of all methods of training to enunciate distinctly, the laborious and intensive study of French pronunciation is probably the least direct, economical, or efficacious.

4. "The study of French has, however, a special utility. It is indispensable for travel and service abroad."

This type of statement leads to an absurdity. Few if any travelers visit France alone. If what the article asserts is true, even the casual traveler will have to devote his lifetime to the mastery of language speaking ability. The value of a knowledge of French is isolated. If we devote this much time and energy to the study of French, what are we to do in other countries?

As for service abroad: there is a very small number of our graduates that emigrate to foreign countries for commercial or other service. If military service is referred to, it is only a passing phase. The writer has had personal experience as a civilian in France and other European countries and has met many travelers who have intelligently examined the parts of Europe that interested them without facility in using the various languages.

5. "The cultural value of a knowledge of French has been even more largely recognized than its utilitarian importance."

The cultural value of French is unquestioned but does not involve the ability to speak French. The folk lore of a nation; its institutions, its evolution socially and its progress in the arts and sciences, are all stored in its literature. Only the specialist in French life and letters or in French political and commercial affairs needs to use the spoken word. We can not arrange our program to meet the needs of less than five per cent of our prospective graduates.

6. "Finally, the careful study of a different idiom develops the linguistic sense and produces, as perhaps its most valuable result, a keener appreciation of the mother tongue."

The linguistic sense is another cultural value as is also a keener appreciation of the mother tongue. The former is relatively insignificant if conditioned by facility in speaking and the latter is capable of higher development thru the study of Italian. Looking into past experience, we do not find that our men of letters had a speaking knowledge of foreign languages, but we do find that our

American writers have written our language with the deepest and broadest appreciation, without any speaking knowledge of French or other modern languages.

The 'natural' way to learn to *speak* French is, of course, in France, and any other method is highly artificial and ineffective. With a background such as the two or three year High School course offers and any additional increment from a college course or special work in pronunciation, idiom, and vocabulary, the student can learn in France within six months infinitely more of the spoken language than in six years of the work offered at Chicago. Recognizing this, European students who need foreign languages spend a part of their time in the households of neighboring countries. It may be said in reply to this that only a few Americans have the opportunity to go to France. Why then do they need to know how to speak French at all? Children's fancies in our own tongue, their interests, their hopes and dreams, are full of the joy of life because they are charged with the native atmosphere of our institutions. We cannot supply this atmosphere and make their fancies even temporarily French. One must live with a foreign language in order to speak it; he must perform all of his acts on the basis of it and speak it morning, noon, and night. The American child has a diversity of other studies that he must attend to and for nine-tenths of his waking time he must thrust French utterly from his mind if he is to succeed. In view of this, is it possible, even under the best school conditions, to teach children to speak French? Is not the best that can be hoped for, on the one hand, a superficial and sometimes merely a showy ability, to say everyday and witty things in French or, on the other hand, to say a few things well within one or two restricted fields? The latter ability is chiefly of value as a fraction of fluent speaking knowledge, but an insignificant fraction of pupils use it for this.

The same argument may be directed against the study of French folk lore, cutoms, songs and games, etc. We do not seem to realize that we have sufficient business in hand when we try to make American children into good citizens without trying to make them French children at the same time. Much of the German war propaganda was fostered in this country when this same method was applied to the study of German.

The reading of French books is pursued by relatively few people. It is far more likely, however, that we shall have to use printed French from time to time, both thru reference to French authority and for purposes of reading French literary products in the original, than that we shall need to speak. The specialists have occasional recourse to French sources. The time that the Chicago school proposes to spend in getting ready to perform these acts is wholly out of proportion, both to the needs of the pupils and to the results obtained. The last three years of the High School offer sufficient material as a background, and the specialist can continue his work in college or elsewhere.

The cultural value of French is for those who make an advanced study of the language and is derived from the literature, life and customs of the people. Too much time cannot be spent upon this if it is concomitant with a student's life work, but such value is derived at college and in maturer years. Even in the High School the cultural value is almost entirely propadeutic.

The plan involving an extensive study of any modern foreign tongue inevitably raises the question: What shall we include in the last year's course of study? The college requirements have been met and the pupil is ready to meet new language difficulties while still too inexperienced to appreciate masterpieces in a foreign tongue. The Chicago article offers this solution: "The fourth year begins with a short survey of French Literary History and then studies in detail the Romantic School of French Literature." Is the maturity of High School experience adapted to this work? Is it not the exceptional student alone who can derive the benefit that is more appropriately derived in college? It is to be noted, however, that in the Chicago plan only a small proportion of those who begin their French at the opening of the elementary course, continue it thru the four High School years. The majority, therefore, cease studying French before they are matured. This means a serious break in continuity for those who pursue the study of French in college.

The ability to write French will be used by very few, and unless they have lived in France they will doubtless refer to their books for constructions and vocabulary, no matter how great the extent of their study.

Thus it appears that the significant aim of French teaching is cultural and involves the ability to read in French with understanding, ease, and rapidity. Inasmuch as books likely to afford cultural value are appreciated only by maturer students, the function of the High School is to prepare the student to read French intelligently and without having to translate as he reads. This is possible in two years of High School work and may be better done in three. It provides the frame work on which to build either in the college or in the vocation. In order to secure the best results, it is necessary to use enough spoken French in the classroom to ground the pupils thoroughly in their pronunciation and in a feeling for construction and idiom.

In speaking of values for social intercourse in travel or in this country Prof. Inglis[1] says:

"1. That such direct and specified values are undoubted and unquestioned for some individuals.

"2. That such values are limited and contingent, i.e., they may be very great for a limited number of individuals and little or lacking for others. As a matter of fact they are important for a very restricted number of individuals, helpful but to an insignificant degree for a few others, and totally lacking for the large majority of secondary school pupils. Certainly less than five per cent of the pupils who study German in the secondary schools of this country will ever have the slightest need of utilizing that language for purposes of social intercourse and certainly less than one per cent of all pupils attending the secondary school will find such values in that study. The case is much the same for the study of French for purposes of social intercourse. The contingency that such a small proportion of secondary school pupils may have this opportunity (not need) for the use of a foreign language for such purposes cannot justify any important position for the study of a foreign language in the public secondary school."

These remarks of Professor Inglis indicate the restricted value of a speaking knowledge of French from the utilitarian standpoint.

As a matter of fact the writer does not wish to 'prove too much.' To maintain our social standards and to coöperate with other states in the interest of our common purposes, it is well for us all to know

[1] *Principles of Secondary Education.* Alexander Inglis. Riverside Textbooks in Education, Houghton-Mifflin & Co. 1918. P. 453.

something of each other's languages and in consequence to be able to understand one another's motives. The Chicago plan seems to rest on the theory that it is best to specialize in one language. The writer believes that such specialization should be reserved either for the college or for apprentice time in the vocation.

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TEACHING VOCABULARY BY THE DIRECT METHOD

By ARTHUR G. BOVÉE

THE subject of this paper is the teaching of French vocabulary by the Direct Method, which means the teaching of French words without having recourse to the mother tongue. How can the meaning of French words be conveyed to the student without using their English equivalents? That is the question we must answer, and in so doing, I hope to be able to show that it is more effective to teach vocabulary this way than by the translation method.

In the early spring of 1913, it was my privilege to go to Europe to study the Direct Method. For four months I visited the classes in English and German in Paris. I found in practically all cases that *pictures* and *actions* were the only means employed to convey the meaning of words. The lack of logic, the lack of any *enchaînement* or *rapprochement* in the vocabulary taught, was everywhere quite evident. There was, however, a teacher of German in the Ecole Supérieure Arago, M. Louis Marchand,[1] whose writings speak much of an intuitive method with a very definite progression of vocabulary. Furthermore, his plans for a French text-book included etymological trees from Latin roots such as "scio" and "amo." Yet his own text for the teaching of German depends almost exclusively on drawings to convey the meaning of words. But M. Marchand's ideas were very advanced and his personality was most inspiring. In fact, it was M. Marchand and M. Dupré, a teacher of English in the Lycée Montaigne, who had the most constructive influence upon me. Unfortunately I did not meet M. Gourio, whose English texts are used pretty generally in Paris. The French consider M. Gourio an even more potent exponent of the Direct Method than Max Walter of Frankfurt. The fact is that in France the use of the Direct Method is imposed by minis-

[1] L. Marchand: *Les Bases de l'enseignement intuitif et méthodique de la grammaire allemande*, Paris, Paulin, 1909; *L'Enseignement des langues vivantes* (Extrait des *Langues Modernes*, Oct. 1910, Jan. 1911); *Deutsches Lehrbuch*, Larousse.

terial decree, while in Germany, it is only optional. I have been able, nevertheless, to get M. Gourio's point of view by using his little text in our school.[2] One of his strongest points is his constant use of the sentence as opposed to the single word.

From Paris I went to Marburg, where they were using a *Französisches Elementarbuch* by Köhn and Diehl.[3] The vocabulary of this book, though eminently practical, admits of no logical development, no *enchaînement*. Subsequently I went to Frankfurt, to the Musterschule, of which Max Walter is the Head. The dominant note in the teaching at this school was *action*, which is the most striking characteristic of Herr Walter's personality. Hence, word meanings were conveyed mostly by action, though drawings and pictures were used as well. Of course there was some relation between the words, but I failed to find an *enchaînement* so systematic that the entire body of words learned would form one organic whole. It should be added, however, that the six year course, as carried out in the Musterschule, removes the imperative necessity for such rigorous progression of the vocabulary.

I returned in the fall of 1913, bringing, among other things, a pamphlet called *Méthodologie* by Schweitzer, and also a text for the teaching of French by Schweitzer and Simmonot (the latter of whom I saw teach at the Collège Chaptal). The pamphlet is the most inspiring and practical thing I have ever read on the question of the acquisition of vocabulary.[4] It contains many helpful suggestions and develops admirably the interpretative resources of the Direct Method, especially as to effective classroom use of the principle of *mental evocation* of the object or idea. The devices suggested, though not exhaustive, are very clever and practical. Yet, the classroom text of MM. Schweitzer and Simmonot, which one would naturally assume to be the practical application of these excellent principles, was in no way illustrative of their theories.

[2] E. Gourio, *La Classe en français*, Ferrand jeune, Marseille, 1913; *De la méthode directe*, Conférence faite a l'Ecolé Normale Supérieure; *La Classe en anglais*, The Green Series, Ferrand jeune, Marseille, 1912.

[3] Velhagen u. Klasing, Leipzig, 1912.

[4] Ch. Schweitzer, *Méthodologie des langues vivantes*, Paris, Colin, 1903; Schweitzer-Simonnot-Braunholtz, *Méthode directe pour l'enseignement de la langue française*; Schweitzer et Simonnot, *Méthodologie des langues vivantes*, Paris, Colin, 1917. The last is a development and extension of the original lectures of M. Schweitzer.

It was altogether lacking in logical development of vocabulary and failed to stand the test of the class-room. I do, however, want to acknowledge, a great debt of gratitude to the writings of MM. Marchand and Schweitzer, as well as to the class-room technique of M. Dupré, for it was under their guidance that I started to experiment with the Direct Method, in an endeavor to make a *practical, concrete* application of its principles and theories.

It is indeed important to know how to teach vocabulary, but obviously we must determine *what* vocabulary we are going to teach before we can attempt to answer the question of *how*. All Direct Methodists agree that, at first, the vocabulary must be concrete, near the experience of the pupil, and capable of demonstration by means of objects and action. Yet it seems to me that it would be the part of common sense to choose the words in accordance with the needs of the student, not only in the class-room but also in his daily life. When a business man selects a location for his store, he selects the locality which the greatest number of people frequent; when a person buys a suit, he picks one which will give him the greatest service; and so it should be with the selection of words. The test of need and service should be applied to every word presented. In this way, we would escape such choice bits as: "There are many owls on my grandfather's farm," and "The corals of the girls are beautiful." Furthermore, there is an almost immediate need for the vocabulary which the teacher is to use in directing the class-room work or in giving simple explanations of grammar and pronunciation. In a word, the vocabulary used by the teacher should be included in that studied by the pupil, and we should avoid the anomalous situation of talking about French facts in English. Finally, the verb is undoubtedly the most important of all vocables, because it is the backbone of the sentence, makes the greatest impression on the pupil, and is absolutely essential to the expression of any complete thought.

Having considered roughly the contributions of some important thinkers on this subject and with the principles which are to guide in the choice of the vocabulary before us, I shall now proceed directly to the consideration of the question of the best method of teaching this vocabulary without resorting to the use of English.

I believe that the most satisfactory solution of this problem is to be found in the application of logical processes in the demonstration of the meaning of new words in the same way in which these processes are applied in the demonstration of a thereom in geometry. To prove a theorem in geometry one starts from the hypothesis and proves the theorem by means of construction, previous propositions, equation, axiom, etc. Then the theorem just proved is used almost immediately to demonstrate the following one. Thus we have a definite procedure: each theorem has a definite place and is constantly used in the subsequent work, making a logical progression, which gives a closely knit, well co-ordinated body of material. What mathematician would dream of proving a theorem in lines, then one on similar triangles, and then one on circles; yet our American-made French texts do just this thing as regards new words. Is it any wonder that our pupils do not remember words, when they are isolated and detached vocables having no logical connection with anything which had preceded nor with anything which is to come? Most introductory French texts group together "J'ai faim," "j'ai soif," "j'ai chaud," "j'ai froid," "j'ai peur," "j'ai besoin" merely because they resemble each other as to form. This grouping may be justified by grammatical considerations and may appeal to grammarians. For this very reason, however, they mean little in the life of the student, who is more attracted by the thought content. There is no logical sense connection between the expressions included within this group, nor, in turn, between any of them and what has preceded, or what is to follow. *It is my conviction* that just as in geometry, so in language study each new word should have a very definite relation to those which have preceded, and likewise should be a stepping-stone to those which are to follow. Let me continue to develop my analogy to geometric methods by an enumeration of what may be considered the linguistic counterparts of the geometric axiom, postulate, construction, etc., i.e., a fixed list of processes which are to be consistently employed in the demonstration of the meanings of new words.

Obviously the simplest methods for the demonstration of a new word are:

First: by showing the *object* to the pupil. Such things as fruits, clothing, parts of the body, objects in the class-room, etc.

Second: in lieu of the object, a *picture* may be shown: for example, a map of Europe, or a picture of a house.

Third: a question as to *the utility of an object* will easily indicate a verb. Qu'est-ce que vous faites avec la tête?—Je pense avec la tête. Qu'est-ce que vous faites avec les oreilles? J'entends avec les oreilles.

Fourth: gestures are readily understood by the student. By this I mean some gesticulation by the teacher which will either imitate the action or produce the mental evocation of the action or idea. For instance "voilà un fusil; moi, j'ai peur". (gesture) Or, "je joue au tennis" (gesture).

Fifth: action. By this I mean the actual performing of a complete action before the student, such as "Je ferme la fenêtre."

Sixth: the *purpose of an action.* "Pourquoi étudiez vous?—Pour apprendre. Pourquoi écoutez-vous?—Pour entendre. Pourquoi cherchez-vous quelque chose?—Pour le trouver.

Seventh: logical sequence to an action: "J'ouvre la porte. J'entre dans la maison," or, "Je me lève; je m'habille."

Eighth: example: Chicago est une ville. Paris est une ville. La France est un pays. L'Italie est un pays. *Ce sont des pays.*

Ninth: the *Reason for going to a place,* as, Je vais au garage pour chercher l'auto. Nous allons au magasin pour acheter.

Tenth: contraries: le contraire du verbe *acheter* est *vendre.* Le contraire de *laborieux* est *paresseux.* Le contraire d'*aller* est *venir.* Le contraire de la preposition *avec* est *sans.* Le contraire de *j'ai raison* est *j'ai tort.*

Eleventh: definition. Assez signifie *une quantité suffisante, beaucoup* signifie *une grande quantité; souvent* signifie *beaucoup* de fois; *faire voir* signifie *montrer; j'ai raison* signifie *ce que je dis est vrai et exact.*

Twelfth: similarity to English, as décider, passer, une quantité, un train, une nation.

Thirteenth: synonym. Parler et *causer; très* et *bien*; *brave* et *courageux; se dépêcher* et *se hâter; vite* et *rapidement; se mettre à* et *commencer.*

Fourteenth: logical connection of cause and effect or condition. For instance, Il reste chez lui—Il est malade. Il reste chez lui *parce qu'il* est malade.

Fifteenth: proper time or place for an action. Qu'est-ce que vous faites la *nuit*? Je dors. Qu'est-ce que vous faites à *midi?* Je déjeune à *midi.*

Sixteenth: characterization of an object. Cette boîte-ci est petite, cette boîte-là est grande. Les tableaux au Louvre sont beaux.

Seventeenth: numerical processes, such as multiplication, subtraction, etc. Soixante minutes font une heure. Vingt-quatre heures font un jour.

Eighteenth: situation. Quand on dit "merci," je dois répondre "il n'y a pas de quoi." Quand je rencontre une dame, je dois ôter mon chapeau.

Nineteenth: manner in which an action happens. Je marchais vers l'école quand tout à coup, j'ai entendu une explosion terrible.

Twentieth: grammatical relation.

Verb to noun { ressembler / ressemblance
Adjective to noun { bon, curieux / bonté,curiosite
Adjective to adverb { lent, lentement / ordinaire, ordinairement
Noun to verb { un voyage, voyager / une visite, visiter

Twenty-first: context. a) *revenir.* Le Maître: Vous êtes en retard. Je ne peux pas vous permettre de rester. Vous devez aller chercher une excuse au bureau.

Les élèves: Nous irons au bureau et nous *reviendrons* tout de suite.

b) *oublier.* Un élève: Monsieur, j'ai appris cela hier, je le savais, mais je ne peux pas vous répondre aujourd'hui, parce que je l'ai *oublié.* L'idée m'est complêtement sortie de la tête.

Here we have twenty-one very different processes or devices by which the meanings of new words may be rendered clear to the student.

We are now in possession of a perfectly definite mode of procedure for the demonstration of the meaning of new words. Let us observe, then, the actual operation of these principles when applied to concrete cases. The first concrete example will consist of the class-room demonstration of four new words or expression.

Imaginez-vous que c'est le matin. Votre père quitte la maison. Où va-t-il? Au cinéma? Certainement non. Il va à son bureau qui est en général au centre de la ville. Pourquoi va-t-il à son bureau? Pour s'amuser? Pour jouer? Non, au contraire, il y va pour *travailler.* Pourquoi travaille-t-il? Il travaille pour *gagner* de l'argent. Avez-vous bien compris le nouveau verbe? La classe: Oui, monsieur, j'ai bien compris. Le maître: Où est-ce que votre père va pour travailler?

Un élève: Il va à son bureau.

Le maître: Pourquoi y va-t-il?

Un élève: Il y va pour *travailler.*

Le M.: Quel est le contraire de *travailler?*

Un él.: C'est "jouer" monsieur.

Le M.: Pourquoi travaille-t-il à son bureau?

Un él.: Pour *gagner* de l'argent.

Le M.: Alors, votre père *travaille* à son bureau; votre mère *travaille* chez elle. Vous *travaillez* à l'école pour apprendre quelque chose. Moi, j'y *travaille* aussi. Votre oncle *travaille* à son bureau. Le directeur de l'école travaille. Le président des Etats-Unis *travaille*. Le maire de votre ville *travaille*. *Tout le monde travaille*. Comme vous voyez, *tout le monde* signifie "toutes les personnes." Par exemple, *Tout le monde* aime l'argent, spécialement les Américains, mais *tout le monde* n'aime pas *travailler* pour le gagner. Aimez-vous *travailler*, Charles?

Chas.: Mais oui, M., j'aime beaucoup *travailler*.

Le M.: Alors vous êtes un élève *laborieux*, parce que vous aimez *travailler*. Voilà quatre nouveaux mots. N'oubliez pas que *tout le monde* est obligé de *travailler* pour *gagner* de l'argent, et une personne qui aime *travailler* est une personne *laborieuse*.

Thus to establish "travailler," two of the devices already stated were used. "Travailler" came as the opposite of "jouer," as well as the reason why the father went to the office. Then "gagner" came as the purpose of "travailler." "Tout le monde" was demonstrated by the principles of example, context, and definition, while "laborieux" was reached through definition.

Let us now take up the group mentioned before, consisting of "J'ai besoin, j'ai froid, etc." To arrive at "j'ai besoin," it would seem more logical to start early in the course with "Il est nécessaire de." After a couple of weeks of practice, "il faut" can be easily substituted. When facility with "il faut" has been acquired by constant application with simple rules of grammar: as "il faut ajouter un 's' pour former le pluriel," then "il me faut" can be derived by the addition of "me" in sentences like "Il me faut de la craie"; "M., il me faut du sucre pour mon café"; "il me faut un crayon pour écrire." When "il me faut" is well established, it is perfectly safe to give "j'ai besoin" by definition and equation: 3(il me faut) = j'ai besoin de. Make the substitution in the sentence, "J'ai besoin d'argent pour acheter un nouveau chapeau," or, "Il fait froid aujourd'hui. Charles, vous avez besoin de votre pardessus." The equation 3(il me faut) = "j'ai besoin de" represents very definitely the relative force of these two expressions as used by the French. This progression can be terminated by "devoir," which clearly has a logical relation with "J'ai besoin de" and "il faut."

Just one more simple progression will further clarify this point.

Imaginez-vous une demoiselle en route pour l'école. Il n'y a personne avec elle. Donc, elle est *seule*. The new word is "seule"; the devices used were definition and context. "Seule" will give the adverb "seulement" by grammatical relation. J'ai reçu seulement 45 sur ma composition. "Seulement" will lead to "ne—que" by definition. By substitution in the example just cited, we have, "Je n'ai reçu que 45 sur ma composition." It must be perfectly clear from the two progressions, starting with "il est nécessaire de" and "seul," respectively, that each word is established or proved by definite means, and has a logical connection with what has preceded or is to follow immediately. To clinch the matter, each word appears in a sentence which bears a definite relation to some personal interest of the student.

Continuing the group from which I have digressed slightly, how shall we handle "J'ai faim?" Here is the proper situation. C'est le matin. Je me lève, je m'habille, je descends à la salle à manger. Je désire manger. Pourquoi désirez-vous manger? Parce que *j'ai faim*. The devices employed were: 1. The reason for an action, 2. The situation, and 3. Logical connection.

Perhaps it would be of interest to know at just what point "je suis" may be introduced. Here is the scene. Il est dix heures du soir. J'ai étudié longtemps. Je cesse d'étudier et je vais à ma chambre à coucher. Je vais me coucher. Pourquoi? Parce que *je suis fatigué*. The devices are: 1. Situation, 2. Logical relation, 3. Similarity to English, 4. Gesture.

Furthermore, "je me rappelle," at first thought, seems impossible. But when "oublier" has been well fixed and used for a period of ten days, "je me rappelle" comes very easily as the contrary, especially when accompanied by the appropriate gesture, and when applied to the proper situation.

Another interesting series is the one that starts with the numbers and is developed according to the principle of numerical processes. From the numbers, we can learn time by using a dial. Having taught the pupil to tell time, we can establish the divisions of the day: le matin, midi, l'après-midi, le soir, la nuit. Then the appropriate activities of the student for the various divisions of the day fit in very easily. From the hours, we can derive a day, and from the day, the days of the week. The days of the week give us aujourd'hui, hier, and demain. Definition will also give

"aujourd'hui" as "ce jour-ci"; "demain" = "le jour après aujourd'hui," and "hier" = "le jour avant aujourd'hui." The series "hier," "aujourd'hui," "demain," are the hypothesis on which we can establish tense relations. For example: "Avez-vous préparé votre leçon hier soir?" "Je vous rendrai vos devoirs demain." To continue, days of the week will give us months, and "douze mois font une année; trois mois font une saison; quatre saisons font une année. Les trois mois décembre, janvier, février font une saison. Cette saison s'appelle l'hiver. Quel temps fait-il en hiver? Il fait froid (geste). Quand il fait froid j'ai besoin d'un pardessus. Si je sors en hiver sans mettre mon pardessus j'ai froid (geste). Le contraire de l'hiver est l'été. Quel temps fait-il en été? Il fait chaud (geste) qui est le contraire de l'adjectif froid."

To end the list of practical applications, it seems proper to present a connected passage. The following story fits in just after breakfast when the student is getting ready to go to school.

L'Histoire du Chapeau perdu.

Je finis de déjeuner et je sors de table. Je tire ma montre de ma poche et je la regarde. Il est temps de partir pour l'école. Je vais à *l'entrée* chercher mon par dessus, mon chapeau, mes gants, et mes livres. Je trouve toutes mes *affaires* excepté mon chapeau. Je vais à ma chambre à coucher. Je le cherche sur ma table. Il n'est pas *là*. Je le cherche sous mon *lit*. Il n'est pas là. Je le cherche dans mon *placard*. Il n'est pas là *non plus*. Je le cherche *partout* dans ma chambre. Mais *j'ai beau chercher*. Je ne peux pas le trouver. Que faire? Evidemment il me faut mon chapeau pour aller à l'école. Je vais voir ma mère. Je lui demande, "Avez-vous *vu* mon chapeau?" Elle me répond, "Je regrette, mais, je ne l'ai pas *vu*. Où l'avez-vous cherché? Je lui reponds, "Je l'ai cherché partout dans *l'entrée* et dans ma chambre." Elle me dit, "Adressez-vous à la *cuisinière*, Annette, parce que tout de suite après votre retour de l'école hier après-midi, vous avez mangé un *gâteau* dans la *cuisine*. Je vais trouver Annette, la *cuisinière*. Je lui demande aussi, "Avez-vous *vu* mon chapeau!" Elle *rit* de moi parce que j'ai demandé la même chose hier matin, et elle me répond, "Regardez un peu sur le piano dans le *salon*. Je pense l'avoir vu là ce matin *de bonne heure*.

Je remercie Annette. Je vais au *salon* chercher mon chapeau, et *en effet*, le voilà sur le piano derrière quelques morceaux de musique exactement où Annette a dit de chercher. A ce moment, ma mère arrive et elle me demande si j'ai un *mouchoir propre*. Je regarde dans ma poche et je trouve que je n'ai pas de *mouchoir*.

Alors je vais dans ma chambre chercher un mouchoir dans mon tiroir. Enfin, j'ai trouvé toutes mes affaires et je suis prêt à partir pour l'école.

Je dis au revoir à ma mère et à mon père. Avant de sortir, je mets mon *pardessus* et mon chapeau. Mon père me dit de bien *boutonner* mon pardessus parce qu'il a regardé le *thermomètre* qui marque *zéro;* quand le thermomètre marque zéro il *fait froid.* Mais, naturellement, mon père *a beau me dire* de *boutonner* mon pardessus. Je ne fais pas ce qu'il me dit de faire. Je pars pour l'école sans *le boutonner* ni mettre mes gants. Je sors de la maison et j'arrive dans la rue.

The material given in this paper may seem rather disconnected. Because of the obvious limitations of the presentation, I have been obliged to select only the most representative and typical illustrations. The unifying element is the fact that the life of the pupil, from the moment he awakes in the morning to the time he retires at night, forms the background for the systematic development and logical connection of all the words studied.

Having clearly before us the concrete details of this theory, we may properly inquire why it is more effective. In the first place, since the vocabulary which the teacher can use coincides with that learned by the pupil, there is a constant absorption and assimilation in the very operation of conducting the class. Again, since each new word appears in terms of those already learned, there is continual review and accumulation which is bound to result in power and accuracy. Finally, by the application of the reasoning processes, we make the same appeal to the logical faculties as does the study of mathematics. We develop not only the memory and the perceptional powers, but also the reason, and thus increase the mental disciplinary value of the study of modern languages.

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THE NATIONAL PEABODY FOUNDATION FOR INTERNATIONAL EDUCATIONAL CORRESPONDENCE

By THOMAS EDWARD OLIVER, State Chairman for Illinois

IT is good news to be able to announce that the dreams of those who first perceived the great educational and cultural value of correspondence between pupils of different countries are soon to be realized. The George Peabody Foundation has secured from private sources a fund for this purpose. The same institution has set aside a building for housing the necessary machinery of administration and operation on the campus of the George Peabody College for Teachers at Nashville, Tennessee, and has appointed Dr. A. I. Roehm as Director of the "National Bureau of French-American Educational Correspondence." Dr. Roehm is now actively engaged in organizing the work in every state in the Union. In the Middle West state chairmen have been appointed for Iowa, Missouri, Oklahoma, Illinois, Indiana, Minnesota, Kentucky, Tennessee, Mississippi, Kansas, Texas.

The plans of the Peabody Foundation have the hearty endorsement of the United States Department of State, the French Ministry of Education, The United States Bureau of Education, the French High Commission to the United States (henceforth to be known as the *Direction Générale des Services Français aux Etats-Unis*), the Modern Language Section of the National Educational Association, the National Council of Jewish Women, the Educational Section of the General Federation of Women's Clubs, and many other educational, cultural, and commercial organizations.

The first branch of the work to be established will be the correspondence between French and American schools. Monsieur Charles Garnier of the French Ministry of Education is to have charge of the central French office in Paris which is sending to the central American office in Nashville lists of pupils in the French lycées and collèges who have been recommended by their teachers. Similarly, schools and colleges in this country are to send to the

central bureau in Nashville lists of American pupils. The details of assigning correspondents will be handled in Nashville. The plan calls for exchange of letters between boys only and girls only. All correspondence must be accessible to the entire class and to the teacher, as it is felt that supervision is desirable, at least in the earlier stages. Care will be taken, however, to encourage spontaneity and individuality and to prevent supervision from cramping the pupils' efforts at originality.

After mature reflection, it has been suggested that the wisest way to inaugurate the interchange is to have the pupils write first in their own language. Later the foreign idiom will be substituted. Meanwhile a considerable number of excellent model letters in the foreign tongue will have been received and studied. Thus, the young correspondents may avoid the pitfalls and ludicrous results that were too often the outcome when pupils attempted to write in the foreign tongue at the outset.

In order to facilitate the choice of correspondents and also to increase interest, the enrollment blanks call for information on the preparation of each pupil, the business or profession of the father, the pupil's own special interests and tastes, and similar matters. The main purpose to be emphasized is that of cultural and intellectual exchange; real information about the foreign country is the desired end, and not merely the description of everyday happenings. Hence it is planned that each class receive correspondence from many localities in the foreign land so as to widen the field of interest. As far as possible there will be a weekly exchange. An important factor to be emphasized is the cultivation of a good epistolary style, although this should not unduly hamper the larger purpose of the plan. To quote from an article by Mr. Claxton, Commissioner of Education, in the September 15, 1919 number of "School Life";—"Linguistic training will not be the only educational end served. Along with the letters there will be a fine exchange of historical, artistic, geographical, manufactural, commercial, and home-life material and information, clippings, picture postals, kodak views, etc., leading up to the deepest exchanges of human sympathies and ideals that will reinforce international good-will."

The national bureau will issue bulletins to the teacher showing how best to direct the pupils in this correspondence and giving

advice based upon experience as this shall develop. Not merely high schools are to be admitted to the plan, but colleges, universities, clubs and even private classes.

Success is assured if the cities and towns of the United States will coöperate. This coöperation must be financial to a small degree, at least in the beginning. There are two plans for this. The first asks for a single contribution of two dollars for each thousand inhabitants of the community that desires to adopt this plan. Already many cities have sent in their quotas. This payment entitles every school in the city to enjoy the service of the Bureau. It is particularly necessary that the funds be raised as soon as possible, since the George Peabody Foundation has guaranteed not only the office expenses in America, but, temporarily at least, those in France also. Confidence is felt that the endowment fund will be so increased by these contributions that it will prove ample for future needs. The next step, to be taken as soon as the funds are sufficient, is the establishment of a National Spanish-American Bureau for letter-exchange with all Spanish-speaking countries. Full authorization for the establishment of such a bureau has already been received from the Department of State, and there is no doubt of the enthusiastic reception of the plan in Spain and South America. Further plans call for the extension of the work to other countries of foreign speech, and, for the purposes of cultural exchange, even to other English-speaking countries. For the present no government authorizations are contemplated for lands of German speech. Whatever extensions are authorized will not require any additional quota payments as one such payment entitles a community to participation in all the activities of the bureau.

For communities that do not desire to pay on the quota basis there has been authorized another method:—Each pupil participating will pay an annual fee of ten cents, the surplus of such sums to go into the permanent endowment fund.

The machinery for collecting the money under either plan is very simple. There are to be state chairmen to whom the chairmen of the various cities will send their quotas. City chairmen are to deduct seven per cent of the sums to pay for expenses of collection and administration. State chairmen also deduct seven per cent for similar expenses. Usually the local chairmen will be the

teachers or the school principals concerned. The state chairman will usually be an officer of the state university. As a basis of calculating the quota the present population will be taken. When the quota is complete it should be sent to the state chairman who will forward it to the national treasurer, Mrs. E. Y. Chapin, care of the American Trust and Banking Co., Chattanooga, Tennessee. All moneys are to be held in trust by the George Peabody Foundation, which will make annual reports to the United States Bureau of Education. The moneys collected under the fee method are to be remitted by the teachers directly to the Bureau. In this case five per cent will be returned for office expenses of the local chairmen and five per cent for those of the State Chairman.

It is not advisable that the appeal for funds under the quota system be confined to the schools concerned. It should be made to the entire community. For instance, business men's clubs, women's clubs and commercial organizations have been approached with generous response. As soon as quotas have been secured, information and enrollment blanks will be sent out. If a city does not go on the quota basis, the city chairman writes to the Bureau for literature and enrollment blanks which he distributes to the teachers of his city. The teachers fill out the enrollment blanks and send them with the 10c fees directly to the Bureau. Any institutions or classes not otherwise reached may write directly to the National Bureau, Peabody College for Teachers, Nashville, Tenn.

The friends of the movement are confident that the deep interest already shown will spread rapidly throughout the country. Surely the plan has immense promise.

University of Illinois.
Urbana, Illinois.

LITERATURE OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1918

(7th year)

By CARL A. KRAUSE

(Concluded from October Number)

Hispania

65. DOWLING, MARGARET C.—*The Organization of High School Work in Spanish.* 1: 1. February, pp. 19–25.

After considerable experience with a four-year course in Spanish, Miss D. concludes that a flexible program best meets the needs of the individual students and assures thoroughness of work.

66. COESTER, ALFRED—*Periodicals in Spanish Available for the Classroom.* 1: 26–30, February.

An enumeration of suitable magazines and journals both American and European with brief, useful epitomes.

(The *Reviews* and especially the *Bibliographies* of *Hispania* are noteworthy. No teacher of Spanish can afford to be without them.)

66. ALLEN, MATILDA—*How I Teach First-Year Spanish.* 1: 2. May, pp. 86–88.

An account of personal method of procedure in a small Western high school.

(America Castro's instructive article on 'La Pasiva Refleja en Español' is not included here as the author is not a teacher in America, nor an American, and as the subject is not strictly methodological.)

68. WILKINS, LAWRENCE A.—*Spanish as a Substitute for German for Training and Culture.* 1: 4, December, pp. 205–21.

This paper lacks the broad, tolerant attitude which a modern language teacher should have. The article itself is in its essentials a repetition of W's former writings, cf. *Spanish in the High Schools*, p. 228 *et seq.*; p. 208 *et seq.*; p. 16 *et seq.*, which are copied verbatim; cf. No. 112.

69. WILSON, RUTH—*Notes on Club Work in Elementary Year.* 1: 222–28, December.

Interesting and instructive suggestions for Spanish school clubs as to the following activities: dramatic, musical, correspondence, and 'picture' books.

70. DAY, ISABELLA M.—*Devices and Accessory Aids in the First Year of Spanish,* 1: 229-34, December.

Submits some excellent schemes based upon her own experience.

71. FERNÁNDEZ, GRACIA L.—*Club Work in the Elementary Year in High School,* 1: 235–39, December.

Abounds in good advice. We feel, however, as Miss F. herself does, that club activities in a foreign language have their proper and most fertile place in the third and fourth year of the school course.

72. KELLEY, CATHERINE C.—*Creating a Spanish Atmosphere in the Classroom.* 1: 240–42, December.

The third paper on the same topic, read before the N. E. A. Modern Language Conference in 1918. Hence to say something really new is, indeed, to use an oxymoron: *difícil facilidad.*

Bulletin of High Points
In the Teaching of Modern Lauguges in the High Schools of New York City.

73. WILKINS, LAWRENCE A.—*Concerning Memory Work; with a Notable Speech in French to be Memorized.* II: 1, January, pp. 1–4.

Memory is analyzed, and the function of mnemonic work is well stated.

74. SHERWELL, GUILLERMO A.—*Differences between Spanish and Spanish-American Usages in Language and Pronunciation.* II: 1, January, pp. 7–13 (not paginated).

Pertinent, instructive. Urges the teaching of Castilian pronunciation.

75. WILKINS, LAWRENCE A.—*The American and the Foreign Teacher of Foreign Languages.* II, 2, February, pp. 1–4.

Both types are needed in our schools as our problems are considerably different from those in homogeneous European countries.

76. WENDELL, MARY G.—*Foreign Language Values; Helping the Pupil to see them.* February, pp. 21-24.

While not novel, Miss W. presents well some solutions for some of our difficulties.

77. WILKINS, LAWRENCE A.—*Pedagogics and Culture.*—II: 3, March, pp. 1–4.

The writer contradicts himself since culture and scholarship should be basic, with pedagogics as an important adjunct.

78. *Idem—Wastage in Modern Language Instruction.* II: 4, April, pp. 1–6.

To be sure, there is a high mortality in our field but likewise, e.g., in Mathematics. Indeed, scientific tests of measurement in *foreign* language ability are sorely needed. Cf. No. 59, and *M.L.J.*, October, 1917, p. 27, No. 45.

79. *Idem—Why Teach German in the High Schools?* II: 5, May, pp. 1–7.

This editorial again proves W's lack of catholicity. Once more the writer contradicts himself, as in all former utterances he has shown himself not unfriendly to German.

80. *Idem—Spanish Pronunciation.* II: 6, June, pp. 4–15.

Offers some good hints. Again, however, a contradiction: W. does not believe in scientific phonetics, but believes in 'practical' phonetics, by which he means the use of the mirror, the vowel triangle, and sketches on the board of the position of the vocal organs. Yet are not the last two aids 'scientific?' For French, he even condemns phonetic symbols. Cf. *M.L. Bulletin of Philadelphia*, I: 1.

81. *Idem—Interest as a Factor in Language Work.* II: 8, October, pp. 1–5.

Interest begets effort, which results in success. The multiple sense appeal must never be forgotten.

82. *Idem—Concerning Translation.* II: 9, November, pp. 1–4.

The writer's position is tenable as he wishes to avoid translation at the beginning of the course and aims eventually to make it unnecessary.

[*The Bulletin of High Points* ceases with this number after 16 issues for 1917–18.]

Bulletin of the High School Teachers' Association of New York City

83. CANFIELD, DOROTHY—*Observation on French Schools.* No. 68, January, pp. 1–12.

Considers the French schools superior to ours

as they have avoided some of our serious mistakes, such as huge organization, terrific waste, etc.

84. TALBOT, WINTHROP—*The Imperial Plan in German Schooling.* 68: 13–20.
Republished from *The Century Magazine*, with an introduction by John Dewey.

85. DENBIGH, JOHN H. *The Schools in War Time and Afterwards.* No. 69, June, pp. 1–13.
Calls the real crux of the matter the proper place and scope of foreign languages in secondary schools.

Bulletin of the Wisconsin Association of Modern Foreign Language Teachers

86. JOHNSON, LAURA B.—*The Use of Translation in a High-School Modern Language Course.* No. 8, February, pp. 2–3. Recommends a judicious use of translation.

87. KENNGOTT A.—*The Abuse of Translation in Modern Language Instruction*, 8: 3–4.
Considers translation inimical to the creation of *Sprachgefühl.*
[This little *Bulletin* has also ceased publication.]

The Bulletin of the New England Modern Language Association

88. DOWNER, CHARLES A.—*High-pressure Methods of Teaching French to Soldiers.* Vol. VIII, May, pp. 3–15.
'Teach a little; but make it stick.'—Agrees with McKenzie, No. 10, that the teaching of pronunciation is the weakest spot. Cf. No. 8.

89. FORD, J. D. M.—*Spanish as a Subject for Entrance to College.* 8: 16–18.
While an enthusiastic Hispanist, he is 'a foe to those who would arbitrarily displace French or German in its favor.'

90. LUQUIENS, FREDERICK BLISS—*Spanish as a College Substitute for French or German*, 8: 18–22.
Justly clamors for full recognition of Spanish in Colleges.

91. STROEBE, LILIAN L.—*The Summer Schools as a War-time Substitute for Study Abroad*, 8: 23–42.
The writer has had charge of one of the most successful summer schools in this country for a number of years. So she speaks authoritatively when she stresses isolation, concentration, and coördination as indispensable factors.

The Classical Journal

92. PAINTER, GEORGE S.—*The Problem of Language Study.* 13: 9, June, pp. 629–43.
Is convinced that Latin and German are preëminently the languages that should be required of all students in the high schools.

Publications of the Modern Language Association of America

93. OLIVER, THOMAS EDWARD—*The Menace to our Ideals.* Vol. XXIII, No. 1, March, pp. LXXXIX–CXV.
The chairman's address before the Central Division of the *M.L.A.A.*
Another Romanist has uttered here golden words of right professional and civic attitude. In treating the World War and the modern language teacher's position, he fervently upholds justice for all great cultural languages.

The Modern Language Bulletin of Philadelphia

94. REIBSTEIN, BENJAMIN—*Classroom Helps.* I: 1, September, pp. 7–8 (not numbered).
The formation of the Spanish Subjunctive is discussed. (The reviewer has found this modest publication a veritable mine of useful information.)
95. HUDSON, MARGARET—*Vocabulary-Building in French.* 1: 2, November, pp. 4–7.
Abounds in sensible, practical hints.
96. COLE, ANNA LEWIS—*Class-Room Helps.* 1: 2, pp. 8–9.
A list of good novels in English, dealing with different periods of French history for home-reading.

Bulletin de la Maison Française de Columbia University

97. CESTRE, CHARLES—*Living Criticism.* I: 4, July-October, pp. 25–28.
The sub-title foreshadows the context: A plea for 'literary commentary upon a text.' The sketch gives a good idea of the French method of studying the text of modern writers.
98. WENDELL, BARRETT—*What France Can Teach Us.* I: 5, November-December, pp. 33–35.
'France can give us the living humanism of the present and of the future.'

Bostonia

Quarterly published by Boston University

99. WAXMAN, SAMUEL M.—*After Spanish—What?* Vol. XIX, No. 2, September, pp. 33–40.

Is practically identical with the writer's 'Jeremiad on Modern Language Teaching.' Cf. *M.L.J.* December, 1918, and October, 1918, p. 24, No. 28.

The whole presentation is scarcely complimentary to the teaching of Spanish.

University of Illinois Bulletin

Proceedings of the H. S. Conference of November, 1918

100. FITZGERALD, JOHN D.—*Report of the Inter-Locking Committee on the Coördination of Language Study in the High Schools of the State of Illinois.*

Vol. XVI, No. 12, November 18, pp. 40–49.

The committee made three distinct recommendations that will be acted upon next year; cf. *Hispania*, May, 1919.

100. GREERSON, WM. A. *Coordination of the Teaching of Foreign Languages and of English in the High Schools.* XVI: 12, pp. 52–57.

'Foreign languages' is synonymous here with Latin. Just touches upon modern languages in his conclusion.

102. OWEN, WM. B.—*The Place of German in Our High Schools after the War*, 12: 235–37.

America cannot dispense with a knowledge of the German language. Establishes two fundamental principles for its teachings: the removal of propaganda and the need of dealing with modern thought.

103. MOORE, OLIN H.—*The Place of Italian in the High School.* 12: 238–42.

Is republished in *M.L.J.*, March, 1919.

Feels that the teaching of Italian should be encouraged in our high schools for commercial, scientific, linguistic, and literary reasons.

Italy-Today

104. DOWNER, CHARLES A.—*Italian as a Universal Language.* Vol. I, No. 2, September 15, pp. 3–5. A Fortnightly Bulletin, published at 501 Fifth Ave., N.Y.

Dwells especially upon the unique phonetic structure of Italian and upon its euphony. Hopes

for an increase of the study of Italian in the United States.

(G. T. Plunkett is agitating this study in England for the same reasons that D. advances. Cf. *Modern Language Teaching*. London, vol. 14, 1, pp. 6–7; and 14: 3, pp. 83–85.)

Il Carrocio

105. WILKINS, ERNEST H.—*The Place of Italian in the American Educational System*. Vol. VIII, No. 3, September, pp. 221–23.—'The Italian Review,' 150 Nassau St., N. Y.

This is the concluding portion of the speaker's address before the N.E.A. Convention, 1918.

Wants to see Italian assume its rightful place in our education 'in the name of wisdom and in the name of loyalty.'

The same subject is treated more fully by W. in *The Bulletin of the New England Mod. Lang. Assoc.*, vol. IX, pp. 12–23.

(K. McKenzie has just published a leaflet on '*The Italian Universities and their Opportunities for Foreign Students*,' Rome, 1919, 16 pp., to effect a closer intellectual union between America and Italy.)

BOOKS AND PAMPHLETS

106. CERF, BARRY—*A Four Year Course in French for High Schools*. High School Series, No. 18, July, 1918, U. of Wisconsin, Madison, 27 pp., 10c.

Is similar to "A Four Years' Course in French (and Spanish) for Secondary Schools" by the U. of California, April, 1916, revised ed. C's manual likewise deals with the various phases of classroom procedure. Chapter II on Pronunciation is perhaps the weakest part of the booklet. An Outline of Courses with Material for Reference is included as a welcome addition to this useful Bulletin.

107. HILL, HINDA TEAGUE *et al.*—*The Teaching of Modern Languages in the High Schools*. Bull. of the North Carolina State Normal and Agric. College, Greensboro, N. C., February, 1918. 54 pp.

The Misses Christine R. Reincken, Vivian Hill, and Grace Riddle have collaborated in this Bulletin. It does not claim great originality but

is offered as a practical guide to the teachers of North Carolina, whom it will serve well. French is allotted pages 5–45, German: pp. 46–49, and Spanish: pp. 50–54.

We beg leave to call the attention of teachers of German to "*Bibliographical Hints*" by Samuel Kroesch, Whitman College, October, 1913, 16 pp.

108. HIGHET, MARY E.—*Conservation of the German Language as a War Measure.* Elmira College, N. Y., 7 pp. (1918?)

Breaks a lance for that study as a patriotic work to do. Cf. *The Oberlin Alumni Magazine*, March 1919, which has an admirable contribution by Florence G. Jenney.

109. BUTLER NICHOLAS MURRAY—*Annual Report of President Butler, Columbia University, N. Y., November 4, 1918.* 57 pp.

Once more Modern Foreign Languages are discussed, cf. pp. 25–27. See his 1914 Report in the reviewer's *Direct Method in Mod. Lang.*, Scribners, N. Y., p. 137. Maintains that our branch of instruction should be 'radically reorganized and readjusted.'

110. FITZ-GERALD, JOHN D.—*Importance of Spanish to the American Citizen.* Benj. H. Sanborn & Co., Boston, 1918, 20 pp.

An instructive leaflet with emphasis upon the historic and literary aspects. A companion booklet is *How Latin America Affects our Daily Life* by W. J. Danaix, Dec. 1917, 29 pp. Price 25c, 51 Chambers St., N. Y. The latter deals with the purely commercial side of the question.

111. INGLIS, ALEXANDER—*Principles of Secondary Education.* Houghton Mifflin Co., Boston, 1918. 714 pp. $2.75.

Chapter XIII, pp. 447-80, is on 'The Place of Foreign Languages in the Program of Studies.' Aims and Methods are hardly touched upon, which seems queer in such a pretentious book, to say the least. The whole academic discussion centers around Values, which are classified as direct (specific) and indirect (general). We grant that, but what of it? No guidance is furnished the teachers for their work nor the educational authorities as to what foreign languages should be included in our curricula—if any, their

sequence, the goal to be reached, and how to attain it. The entire chapter that concerns us, is purely theoretical and abstract.

112. WILKINS, LAWRENCE A.—*Spanish in the High Schools. A Handbook of Methods, with Special Reference to the Junior High Schools.* Benj. H. Sanborn & Co., 1918, 265 pp. $1.25.

The book will prove of especial value to the young instructor. There is no doubt of the need of such a book, which stands alone in its domain. The author has made good use of several papers previously read. It is well and interestingly composed, at times more so than at others.

While aiming high, the author gives definite aids and devices to the inexperienced—and veteran—to perfect himself in his craft. The 16 chapters present an overabundance of pedagogics while the last, XVII, with its valuable bibliography (though not on methods) will prove an extra attraction. W's 'electic' method is, of course, a direct procedure with the direct principle as the Alpha and Omega. In our country, direct method means progressive (organized) eclecticism, cf. *M. L. J.*, October, 1918, p. 22, No. 9. *Nomina sunt odiosa*, or better: names do not matter.

The book should be in the hands of every ambitious Spanish student.

(The reviewer desires to direct notice to Palmer's *The Scientific Study and Teaching of Languages*, for excellent didactic hints, cf. *M. L. J.*, 3: 185-88, by Wm. A. Nitze, or *Educ. Rev.*, March 1919, pp. 441-43, by C. A. K.)

113. MÜNZINGER, KARL F.—*Phonetic German Reader.* Scribners, N. Y., XXVII+18 pp. $.60.

A sound introductory book with numerous illustrations. It is essentially based on Ballard-Krause's *Short Stories for Oral German*, Scribners. The orthographic-phonetic Word-List deserves special mention.

114. MORENO-LACALLE, JULIAN.—*Elements of Spanish Pronunciation.* Scribners, N. Y., XXVI+100 pp. $.75.

The author has enlarged upon his monograph, No. 12. The work is extremely well illustrated. The experience of phoneticians in French and German has been skilfully utilized so as to make

it applicable to Castilian. The book can be unreservedly recommended as a safe and sane introduction to its field. A brief, useful bibliography is included.

115. NITZE, WILLIAM A. and WILKINS, ERNEST H.—*A Handbook of French Phonetics*. Henry Holt & Co., N. Y., 106 pp. $.40.

Phonetically trustworthy and pedagogically sound. The symbols used are those of the *Association phonétique internationale* as is also the case in 113, 114, 116, but not in 106. The advantage of this notation is obvious since not only international, but likewise national uniformity is highly desirable.

The practical 'exercises' are by Clarence E. Parmenter, a colleague of the authors, and add to the value.

116. BROUSSARD, JAMES F.—*Elements of French Pronunciation, with Phonetic Drills and Transcriptions*. Scribners, N. Y., IX+96 pp. $.75

A supplement to Ballard-Tilly's *Phonetic French Reader*, Scribners, 60c. The 'Suggestions for using the text' bring out clearly the purpose of the booklet and the means to attain the end in view, i.e., to lay correct foundations for a good French pronunciation.

CONCLUSIONS

1. The output of writings on methods (and phonetics) in the United States is still on the ascent. 1918 has brought forth 116 treatises by 94 different authors compared with 92 papers by 77 scribes in 1917.

2. It is gratifying to note that women have published more than ever before in this field as 23 of the 94 contributors are women.

3. As should be expected, teachers of Romance languages have taken the lead for the first time in our history. French has 22 representatives and Spanish 16, total 38, while German can claim but 31 contributions.

4. Strange to say, outsiders—which means non-Modern Language people—are represented by 25 men and women. This might be considered an auspicious omen, but is in truth a dangerous indication as several of them are psychologists or educators who seem to question the validity of our subject and its present prominent place in the scholastic curricula. We must clearly enunciate our claims and prove them.

5. Mated with this observation is another fact, viz., that modern languages are rapidly losing ground numerically and as to length of course. This is primarily due to the wholesale elimination of German as the study of that tongue is frequently replaced by other branches of instruction, and not by another foreign language, modern or ancient. This real danger must be met by a united effort of *all* foreign language teachers.

6. Again, to *The Modern Language Journal* belongs the primacy of all existing periodicals, at least, quantitatively with 28 monographs to its credit

7. Secondary school teachers of modern languages have bestirred themselves strenuously with 30 of the 94 different writers in their camp. This is the highest percentage and seems to foreshadow the greater rôle they are to play.

8. The *Monatshefte* will appear no more as such.—The various small, sectional Bulletins have found it hard sledding in these critical days. We are sorry to see a number of them terminated or, at least, reduced to insignificance as, e.g., the spicy Bulletin of *Wisconsin*, of *So. California*, of *High Points*, of *New York State*, and of the *Middle States and Maryland*. We greet with pleasure, on the other hand, the appearance of the *Philadelphia Bulletin* and that of the *Maison Française of Columbia University*.

9. Phonetics in all modern languages has fortunately gained a firm footing. The publication of four excellent books, solely devoted to that purpose, is ample proof that a real demand for it had to be supplied.

10. The past year has witnessed an energetic call for the introduction of the study of Italian in our educational system. The four leaders in this movement are Romance scholars of repute and energy.

11. Last of all, problems of this nature must be more vigorously attacked and solved, if possible:

a. Reorganization and readjustment of modern language instruction to effect closer co-ordination and correlation.
b. Supervised Study and the Junior High School.
c. Scientific experimentation and measurements of values, of ability, of types of learners, and of examinations for mode and scope of instruction.
d. Standardization of vocabulary and of texts.
e. Training for teaching, for business utility, and for foreign service.

NOTE.—Attention is called to the *Monthly Record of Current Educational Publications*, Department of the Interior, Bureau of Education, Washington. Address the Superintendent of Documents, Government Printing Office, Washington, D. C. 5 cents per copy.

Names of Writers
(Alphabetically arranged)

The exponent indicates the number of times a person's name has been listed in the five previous bibliographies, covering six years. No sign means that the writer is cited for the first time.

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Notes and News

The Modern Foreign Language Association of Wisconsin held its annual meeting in the Wisconsin High School at Madison, May 16 and 17, 1919.

For the first time in the history of the Association, and in spite of the post-war conditions, successful section meetings were held in French, German and Spanish.

The French meeting was the largest and most enthusiastic ever held. The papers presented treated of a wide variety of subjects. Dr. Baker of Lawrence College presided. Mr. Armstrong of Beloit College presented a paper on "The Development of the Teacher" with many concrete suggestions for the teacher to use for her own reference and study. Miss Chase of the Wisconsin High School read a paper on "The Socialized Recitation" which started a lively discussion. She spoke of the individual differences inevitable in any class of twenty or twenty-five pupils and the necessity of adapting the class-procedure to the needs of those pupils, rather than to the class as a whole. Miss Helen Lyman of Eau Claire in her discussion of "The Teaching of Pronunciation" emphasized the value of phonetics. She suggested that by using colored chalk exclusively for the phonetic transcription, one could avoid the confusion that often arises when the pupil has to accustom himself to two spellings.

Among the topics discussed in the German section the question of educational measurements as applied to linguistic values (presented by Dr. Aron) aroused considerable interest. Professor Hohlfeld pointed out the desirability of choosing reading-material from authors depicting the life of the plainer folks in Germany—the peasants, the toiling masses in the cities and the merchant class.

Professor C. D. Cool of Wisconsin presided over the Spanish section, which like the German and French divisions had an exhibition of texts at the Wisconsin High School building, which was fairly representative, and included all the better known and most generally used books.

At the rather informal meeting which occurred in the room where the text exhibit was held, Professor Joaquín Ortega, of the University of Wisconsin, gave an interesting discussion of the plan evolved by the Junta para ampliación de estudios for bringing foreign students to Madrid for serious summer work in the Univer-

sity of Madrid; the courses to be offered being well graded and entirely adapted to the needs of the serious student.

Although there were only a few teachers of Spanish present, the meeting was very interesting and helpful.

LAURA B. JOHNSON, *Wisconsin High School.*

In one of the Boston high schools for boys, three of the teachers who saw service in France have left the profession of teaching. One enters the service of the government in Washington, another goes into business in New York, and the third is studying law. All these men were in the modern language department. How are their places to be filled?

HELEN A. STUART.

Girls Latin School, Boston, Mass.

Several Boston schools report a noticeable change in the size of the classes in German. First year classes show an increase in numbers over the two preceding years, though French and Spanish still outnumber them greatly.

The Alliance Française announces the opening of an *École pratique de français,* on Oct. 27, 1919, under the patronage of the University of Paris. The courses are designed to meet the needs of foreigners and will undertake to do more thoroughly what the Cours de Vacances have done in the past. There are two divisions of the work, preparatory and advanced. Students should be able to pass from the lower to the higher division after 4 months of successful work, and at the end of the year (November to June) may present themselves at the Sorbonne for an examination by which they may secure the "certificat d'études françaises," a newly created diploma. The classes are conducted in the building of the Alliance, 101, boulevard Raspail. The fees are 250 fr. for one semester, 470 fr. for the academic year. Students matriculated for these courses have all the privileges of students of the Sorbonne.

It is to be hoped that language teachers everywhere will encourage the Association of University Professors to take the most vigorous action in the case of Professor Eduard Prokosch, lately of the University of Texas. The salient facts, which are incontrovertibly established, are that in March of this year Professor Prokosch was personally assured by President Vinson that his position was as secure as that of any other full professor in the university; that in June he received official notification of his reappointment; that two days later President Vinson requested his resignation; and that on his refusal to resign, the Regents

declared his position vacated. Professor Prokosch has requested the Regents for an official statement of the reasons for their action, but has been granted no reply whatever.

As was to be expected, the instruction in German in the schools and colleges of Wisconsin seems to be rehabilitating itself, if we are to judge from such instances as have come to our notice.

The Wisconsin High School of the University of Wisconsin reports a beginning class of ten pupils, as against none last year. In the Milwaukee State Normal School there are likewise a dozen or more pupils enrolled in the first year German and an equal number in the second year's work.

Registration in modern foreign languages at the University of Wisconsin is not yet complete at this writing; but the essential situation can be clearly seen from the following figures. The total enrollment in the university at the end of the first week was 6,800. The total enrollment in Romance Languages at the end of the second full day of teaching was 3,500, of which about 1,100 fell to Spanish. It is estimated that late registrations will bring the grand total nearly to 4,000. Beginning French is about the same as last year, with an enrollment of 900; second-year French, however, has doubled since last year, and beginning Spanish shows a very heavy increase. The university is having great difficulty in supplying adequate instruction for all these students.

In German courses there are 385 registrations, as compared with 275 during the third quarter of last year, a gain of 40%. As the gain in the total registration of the university is approximately 30%, it will be seen that German has a little more than held its own. The increase is principally in the elementary courses, so that the gain is about 62% if measured in student hours.

Wisconsin is to be congratulated on the return of Mr. J. D. Deihl, who is favorably known to almost all the language teachers of the state, to the educational field. Mr. Deihl has accepted the post of Vice-Principal in the Boys' Technical High School of Milwaukee.

Mr. G. C. Cast, formerly of the University of Wisconsin, is in charge of German at Lawrence College.

Prof. W. F. Giese, of the University of Wisconsin, is on leave of absence for the current academic year.

Prof. J. L. Kind, of the University of Wisconsin, is on leave of absence, and is now Secretary-Treasurer of the Kaestner & Hecht Co. in Chicago.

Mr. A. W. Aron, formerly of the University of Wisconsin, is teaching at Elmhurst College, Elmhurst, Ill.

B. Q. MORGAN.

Miss Jean Wilcox, M.A., Johns Hopkins, who has been for two years instructor at Goucher College, goes this autumn to Mount Holyoke as member of the Department of Romance Languages.

The attitude of the National Educational Association towards the question of Modern Language study in our public schools has experienced, to our knowledge, no change. That body is still opposed to the teaching of any foreign language in grade schools. The reason generally advanced for this point of view is that the child should first become confirmed in his mother tongue. It is unpedagogical to expect of a child that he acquire two different sets of language habits simultaneously.

On the other hand, it is generally admitted that the age of twelve is quite suitable for the beginning of foreign language study. The only institutions, however, in which under the present attitude of the N.E.A. and many school boards and state legislatures, it would be possible to offer foreign language work at that age, are the junior high schools. It would seem important, therefore, for all those that are interested in modern language work to insist that, wherever junior high schools are in existence, foreign language courses be included in the curricula and offered the very first year of the course.

"Pupils in American high schools who may wish to correspond with pupils in similar schools in France may use the New York State Education Department, Albany, N. Y. as intermediary for this purpose. Letters should be written with the advice and under the direction of the French teacher and the correspondents should be certified by the teacher to this Department. On the back of each letter should be clearly written the name and address of the pupil, the age, school, and year of the course. These letters should then be forwarded under separate cover to Dr. William R. Price, whom Doctor Finley has designated as his agent in this matter. He will then forward them to M. Charles M. Garnier, Secrétaire, Correspondance Scolaire Franco-Américaine, 45 rue d'Ulm, Paris. Any school or school system may, of course, form direct relations with M. Garnier."

School and Society for September 27 contains an interesting notice of the plan for Franco-American Educational Correspondence which is being pushed by the George Peabody College for Teachers, Nashville, Tenn.

The Journal announces with regret that Professor C. A. Downer, of City College, New York, has been forced by the pressure of other duties to resign his place as a member of the Editorial Board. Professor Downer's close connection with the modern language situation in New York, and his intimate contacts with

things French would most certainly have enabled him to contribute valuably to the success of the present administration.

Fortunately, however, we are able to announce that Mr. Wm. R. Price, specialist in modern languages in New York State, has been chosen by the Executive Committee to fill the vacancy.

The annual meeting of the New York State Modern Language Association will take place at Albany, November 25th-27th. Discussion will bear chiefly on the status of modern language teaching as affected by the war.

The first meeting of the newly organized society of Spanish teachers of Chicago took place on November 14th at the Lake View High School, with Mr. Carl O. Sundstrom presiding.

Reviews

SPANISH IN THE HIGH SCHOOLS: A Handbook of Methods. By LAURENCE A. WILKINS, Sanborn & Co.

The material in this book may properly be classified under two heads: propaganda and methodology. What Mr. Wilkins has to say under the latter head is in general clear, sound, and interesting. He may be at times somewhat diffuse, he may go too far in assuming absolute ignorance on the part of his readers, but we realize that these chapters are the work of a skilful, experienced, and enthusiastic teacher. In the propagandist part of his book he seems to feel that he is called upon to defend and justify that which is generally accepted and hence needs no justification. The volume closes with a good bibliography.

In the first chapter the author calls attention to the great demand for Spanish in our schools and to the desirability of including it in the curriculum of the Junior High School. He deplores the lack of "Courses in material for and methods of, teaching Spanish" in the colleges and universities of this and other countries. In a footnote on page 5 he mentions courses given by Professor Wagner at the University of Michigan, Professor Hendrix at the University of Texas, and Mr. Luria at Hunter Evening College, New York City. To these might be added the courses given for several years by Professors Geddes, Waxman, and others at Boston University, by Professor Warshaw at Missouri, by Professor Parmenter at Chicago, and by Miss Marie A. Solano at the Boston Normal School. A little research would undoubtedly make possible the addition of other instances. It would appear that educational authorities are quite alive to the situation, especially when we consider that the vast enthusiasm for the study of Spanish has arisen only in the last five or six years. It may also be borne in mind that the great principles of modern language teaching have already been well established; that practically every phase of the subject has already been discussed for French and German; that a very large part of those now teaching Spanish have taught and have been trained in teaching French and German; that these two facts have hitherto prevented the lack of special handbooks on the methods of teaching Spanish from being keenly felt; and, finally, that it is just this mass of material on the teaching of language which has made possible the production at

this time of the volume under discussion, which, desirable, opportune, and welcome as it is, is simply the application to Spanish of established opinion on teaching modern languages.

Chapter II gives the reasons why Spanish should be studied. They are listed as the commercial, the cultural and the politico-social or international. Mr. Wilkins devotes some eight pages (7-17) to explaining the first point—which has never been contradicted. He gives a fairly long array of facts and figures, most of which are well known and easily accessible, but it is at least reasonable to ask whether his interpretation of them and his conclusions are always impartial.

In recent years we have heard a great deal from Chambers of Commerce and Boards of Trade, from government officials and from politicians in regard to the need of preparing our young men to take advantage of the opportunities offered by our increasing trade with South America. It is due in part to this advertising that Spanish classes have increased out of all proportion to the number of competent teachers available. Every year a few high school graduates secure positions as a result of their knowledge of Spanish. Speaking solely from my own experience, Spanish is oftener an asset to the graduate of a commercial high school than is French or German. At the same time, the alluring prospects of innumerable openings in the world of trade, which have been held out to students in Spanish, have not been realized.

Despite our growing trade with South America the enthusiast for Spanish seems at times to forget that the great bulk of our foreign trade is and will long continue to be with Europe; and that in gaining and holding the trade with South America a knowledge of Spanish is only one of many requisities—not the open sesame to fortune.

When as a result of economic conditions our American manufacturers grow willing to treat with South Americans as equals, knowing what they want, and when American boys are willing to go to South America and settle down and become bona fide residents, then a knowledge of Spanish or Portuguese will benefit large numbers of our young men in a commercial way. At present it is open to question whether more of them ought not to be mastering French and German, in order to enable them to meet the bitter commercial rivalry which is bound soon to come.

On pages 12 ff., Mr. Wilkins speaks of the vast enthusiasm of business people to learn Spanish and of the various "get rich quick" schemes of the so-called professors of Spanish. He speaks also of the large registration in Spanish in the evening high schools and the commercial high schools of New York City. While I am willing to admit that this is in some sense due to an intelligent demand, my own observation shows that other factors enter into the question. Once start the propaganda and for a time every-

thing goes of itself. It is simply a question of getting the gang started. French and German and Italian have had their day in the "get rich quick" schemes and perhaps the victims have been as numerous. Perhaps in the case of French and Italian the propaganda has not had the punch that Spanish has developed. Evening schools and other schools will follow a fad in the same way; sometimes it is bookkeeping, sometimes French, sometimes Spanish. At present Spanish is having its innings. The number of those who actually need Spanish in business cannot be gauged by the number studying it in evening schools.

On page 15, Mr. Wilkins takes up the cultural value of Spanish. Under this heading he states first that the study of Spanish effects the same linguistic training as the study of French. Later on he says that the study of Spanish will develop as many brain loops as will the study of Russian or Sanskrit. Then he adds the significant statement that "It all depends upon the teaching and the effort put forth by the student." As for the effort put forth by the student, some of us would be inclined to say that to acquire even a modicum of Russian or Sanskrit requires a far greater effort than to attain the same or a much greater knowledge of Spanish, but, as Mr. Wilkins says, the teaching is the important element in the case.

Those of us who were trained in Latin and Greek twenty-five years ago have viewed with considerable concern the passing of the ancient languages from the high school curriculum. Whatever their cultural value, Latin and Greek were in general well taught. They gave place to French and German and the teaching of these latter was at first execrable, but, as the transition was a slow one, the teaching steadily improved and in the last few years has become at least creditable. Now comes the wild rush for Spanish. The curriculum must be changed over night. Ten classes in Spanish have grown where there were two before. It is recommended—and by no less an authority on education than Mr. McAdoo—that the teaching of Spanish be made compulsory in all High Schools. We must have Spanish at all costs. There are no teachers, few courses in "materials and methods," few good text-books; still we must have Spanish. But the success of the study of Spanish in "developing brain loops "depends upon the teaching. If Latin, or French—or even German!—well taught, will produce brain loops, then let us give them a chance and call a halt on the zeal for Spanish, which is forcing a number of conscientious, experienced teachers to throw aside the work for which they are well-fitted, to allow themselves to be victimized by some "get rich quick" scheme of teaching Spanish while you wait, and then do grossly inadequate work in the classroom.

Page 16. "In the Spanish language is expressed one of the greatest literatures of the world." Is it necessary for Mr. Wilkins

to devote three or four pages to proving this thesis? And since his subject is Spanish in the High Schools, is there any particular reason for mentioning the influence exerted by the literature of Spain upon Thomas Middleton, Cyril Tourneur and Nathaniel Field? Isn't his whole discussion of Spanish literature unnecessary for those for whom he is writing, who may—even if deficient in their command of Spanish—be assumed to be people of moderate intelligence and some degree of education?

We come next to Mr. Wilkins' third point that a knowledge of Spanish is the key to understanding a great race, and that a knowledge of Spanish is a powerful politico-social force making for a spiritual ideal of Pan-Americanism and international amity in the New World. If compulsory Spanish will accomplish these aims by all means let us have it. If Spanish as she is taught and as she apparently must continue to be taught, will turn the trick, then let the yearning for Spanish be satisfied. Did the high authorities whom Mr. Wilkins quotes in this chapter acquire by this means their understanding and appreciation of the ideal of Pan-American unity? Is not a large part of this problem to be handled in other ways and by other means, valuable as the training in Spanish may be?

It is doubtful if the author can substantiate the statement (p. 35) that ten million people who claim the protection of the Stars and Stripes speak Spanish as their mother tongue. This figure could be attained only by including the Philippine islands, and it is well known that Spanish is not the mother tongue of most Filipinos.

Chapter III takes up the present progress of Spanish. Certainly the Spanish enthusiasts may take comfort from the facts presented. Already a large number of colleges are recognizing Spanish as on a par with French and German, while schools all over the country, both public and private, are providing instruction in Spanish as fast as it is demanded. In this chapter the author takes up the matter of language instruction in the grammar grades. His experience is evidently that of the rest of us. The work has in general not been well done. He looks upon the Junior High School to solve the difficulty. Perhaps it will. If the school life of the American pupil can be split into three parts instead of two as at present, thus making necessary two periods of transition and adjustment instead of one, much will undoubtedly be accomplished. Despite the many apparent advantages of the scheme, the whole thing is still in the experimental stage. Mr. Wilkins states the ideal, and recognizes the present drawbacks and difficulties. His statement of the case on pages 45 and 46 is admirable.

Chapter IV takes up the preparation of the secondary school teacher of Spanish. After three of four pages to which no one can take exception, he starts on his ideal of academic training.

We admire his enthusiasm, and question to some extent the value of the training that he has suggested. Happy the future teacher of Spanish who at the age of fifteen, a high school sophomore, has, like Squire O'Grady, "chalked out his course." The three years of Spanish and the three years of Latin are quite within reach. Perhaps here and there a favored high school can give a minimum of three hours a week to the study of the history and geography of Hispanic lands. Such a course is greatly to be desired, almost as much so as a similar course in the history and geography of the United States.

The college work laid out by Mr. Wilkins seems very well planned. We note even that the prospective teacher may learn German—not of course for its own sake—because, after all, the Germans have done something worth while in the study of Spanish literature and linguistics. Also he is to study education, with special attention to the problems of secondary schools. All this is perfectly sound and perfectly feasible. But what follows seems a bit visionary. Unfortunately candidates for the position of teacher of Spanish in an American secondary school do not as a rule come from the wealthy leisure class. But leaving this question aside, what would be the advantage to the secondary school teacher of courses in Pedagogy and Arabic at a Spanish University? How can he find time, in the two or three years allowed by Mr. Wilkins, to acquire any thorough knowledge of Romance philology, the history of philosophy, and the history of the Jews in Spain? If he wants to study all these things, he can learn more about them in a shorter time at an American University. They are things to be acquired largely by private reading and study. However valuable erudition of this sort is to the University professor, or to the scholarly gentleman of leisure; however desirable it ought theoretically to be to a secondary school teacher, experience shows the best secondary school teacher is generally the one who has the least of it. The year or two abroad should be spent in getting a sympathetic understanding at first hand of Spanish character, institutions, customs, life, rather than in thumbing the books in Spanish libraries. By all means let the teacher take a few courses at the University of Madrid, but in order to hear and know some of the leaders in Spanish educational life. Let him attend the University in order to make the acquaintance of Spaniards, not in order to prepare for taking a Ph.D. on his return to America. Since, as Mr. Wilkins points out, the impulse toward the teaching of Spanish in this country is largely commercial, some attention should be devoted during the long period of preparation in Spain and South America to the study of economic facts and conditions. But amid the agencies of instruction and "means of grace" indicated in this chapter, Mr. Wilkins does not suggest the coöperation to be obtained from Boards of Trade or Chambers of Commerce in Spanish cities.

After a short and pertinent discussion of the sabbatical year, Mr. Wilkins concludes this chapter with the statement that various things, among them "the metathesis of consonants and liquids" and "Comenius' theories of modern language instruction" may not be fit matters of instruction in the Junior High School class in Spanish, but that a knowledge of them and similar things should make teaching more helpful and inspiring. In some cases it may.

Chapter V states clearly and well the aim in teaching Spanish; Chapter VI outlines the modified direct or "eclectic" method which is in favor with the majority of modern language teachers in this country; Chapter VII suggests a course of study for the Junior High School and outlines the methods of teaching it. These chapters are well done, clear and practical, based on the observation of an experienced teacher. In Chapter VIII the author presents us the "syllabus of minima in Spanish" covering the four years course in the New York City High Schools. This excellent syllabus is well known and calls for no discussion here. The writer then considers the connection between this course and that of the Junior High School, showing clearly the awkwardness of the present adjustment and the superior training which may reasonably be expected in the ideal Junior High School of the future. In the High School course he wisely advises that commercial Spanish be delayed until the beginning of the third year.

In these chapters and those which follow, Mr. Wilkins is at his best. Chapter IX, on the organization of classes is excellent. Chapter X on the recitation is equally good. Chapter XI on methods and devices keeps up the same standard, with the possible exception of the section on "Memory Work" where the dragging in of the elementary psychological terminology seems unnecessary. Chapter XII, entitled, "A Miscellany of Suggestions" will prove helpful to many young teachers. Some indication as to the stage of progress at which the devices suggested might best be employed would have made the chapter still more helpful. "Secretary's Reports," "Diaries kept in Spanish," etc., are generally encouraged too early in the course and may easily be productive of more harm than good.

Chapter XIII, "Club Work in the Department of Spanish," suggests several useful and interesting lines of activity. The theory is all right. In practice there is often great difficulty in finding time for putting the theory into effect and in keeping up the interest of the pupils. The same thing is true in the matter of correspondence with pupils in foreign countries. It is an interesting stunt until the novelty wears off. The gain from it is in most cases hardly worth while.

In Chapters XIV and XV Mr. Wilkins has reprinted two articles previously issued: "On the Modern Language Teacher of Superior Merit" and on "Handicaps to the Teaching of Spanish

in the United States." As the principal points have been either suggested or discussed elsewhere, such repetition is useless.

Chapter XVI, "Spanish as a Foundation for the Study of Latin," while hardly in place in the book, may serve to call anew the attention of teachers to an interesting academic question. The whole question of teaching a modern language before Latin is begun has been so fully discussed that we need say no more than that Mr. Wilkins has very ably stated the case for Spanish. The vast majority of those now studying Spanish will never take Latin, so that the question is neither important nor serious. When we shall have succeeded in raising the teaching of Spanish to a reasonably high plane, it will be time to set about the banishment of Latin from the High School and providing every High School pupil with the privilege of "compulsory" Spanish.

Even in this long review, the book has hardly received justice. Faults in construction it certainly has. A great mass of material is presented, often badly digested or out of place. There is too much repetition. The use of black-type to arrest the attention disfigures the page and to many readers is repellent. On the other hand the book is readable, interesting, full of good suggestions, stimulating and helpful. In fine, though the treatise be faulty in technique and show evidence of hasty compilation, it may be heartily recommended to teachers of Spanish.

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Le Chevalier de Blanchefleur et autres pièces. Six Petites Comédies par ELEANOR W. HUTCHINSON. D. C. Heath & Co., 1919. iv+131 pp. $.48.

The simplicy and charm of the six little French plays published under the title of the first one, "Le Chevalier de Blanchefleur," makes them available not only for dramatic production but also for class reading for young pupils. They are conceived in the same spirit that animated Lorley Ada Ashleman when she wrote the historical plays published in her *French Dramatic Reader* (Flanagan, 1907), and they are written with the same comprehension of what can be produced by young actors in a foreign language that characterizes Josette Spink's *French Plays for Children* (Heath, 1916). In each play one important historical fact or event appears in the midst of an interesting but simple intrigue. The weakness of Chilperic and the strength of Pépin are revealed in connection with the marriage of Blanchefleur and Rodolphe de Vincy. "Le Verre de Saint Denis" shows the encouragement given by the Abbé Suger to the art of glass making. The impartial justice exercised by Louis IX is seen in "Les Deux Voleurs de

Vincennes." "Les Six Bourgeois de Calais" and "Le Comte de Flandre et La Pauvre Femme" give dramatic form to two true incidents of the Hundred Year's War drawn from Froissart. The last of the six called "La Danseuse de Jean" suggests the spirit of unrest preceding the revolution of 1848. It is adapted from "Mademoiselle Perle" of Maupassant. The historical atmosphere is greatly aided by the authentic sketches of costumes through the book and the problems of production are solved by three pages of "Practical hints for staging these plays." The book concludes with a comprehensive vocabulary. The great value of the book lies in the excellence of the French which is full of the much needed idioms of daily conversation and lives up to the author's purpose, as stated in her preface, of proving to beginners that French is "a living language in which people can give commands, hurl defiance, beg for mercy, pronounce judgment, scold, make love, and generally exchange the thoughts that make life interesting, exciting, and romantic."

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Cours pratique de français pour commençants. By E. B. DE SAUZÉ, Ph.D. The John C. Winston Company (Philadelphia, Chicago). 1919. XXXVIII+262+75 pp. Price 1.25.

Dr. de Sauzé's pedagogical labors in recent years both at Temple University and the University of Pennsylvania, as well as his work in his present field at Cleveland, O., have afforded him unusual opportunities for contact not only with those seeking to learn French, but also with teachers of the language. He has in this way been enabled to submit his methods to actual tests in different kinds of classrooms. The result is a work of unusual excellence, a volume which is indeed practical, but which is also sane, logical, and withal delightful. To those of us who are thoroughly convinced that it is the French language more than the French grammar which we would present to our beginners, this book is especially acceptable. The grammar is here, but the grammatical rules are deduced easily and pleasantly from the reading selections. The latter do not find a place, as in so many grammars, for the sake of glorifying the formal rules. It is the direct method, the direct method founded upon nature and common sense.

Professor de Sauzé has taken as his motto words which express not only A. France's pedagogical views, but those also of old Montaigne and of Rousseau: "Pour digérer le savoir, il faut l'avoir avalé avec appétit" (*Le Crime de Sylvestre Bonnard*). The pedagogical principles adopted as a basis for the philosophy of

his book are found in its Preface. The first of these, that it is necessary at the start to present only the fundamentals of French grammar, should be especially pleasing not only to high school teachers, but also to college instructors. For many of us know—alas! too well—the difficulty of compressing anything more than the fundamental principles into the comparatively short time which, with their varied and complex needs, those who begin French at the college or university have often to bestow upon the grammar of the language. The second principle is to give abundant reading material, and there is enough here to keep the students one full week upon the grammatical points contained in each lesson. This reading material is varied. It is all interesting and up to date. So much of it being in dialogue form, the third principle, oral drill, becomes easier of execution. The practical, living nature of topics and vocabularies constitutes the fourth principle, the concrete and natural way of teaching grammar the fifth and last.

In each of the thirty-five lessons forming the main part of the *Cours pratique*, the same general method is observed. First, a passage of connected French is given, in which we find prominently illustrated a few grammatical points; then follow questions based upon this reading matter; then the grammatical rules deduced; after these, questions to be answered in writing (or orally); sentences or phrases to be completed, changed or paraphrased, etc.—all sorts of ingenious exercises on the new and accumulated vocabularies. As early as the fourth lesson, a short, original composition is called for. Then there are a few lively sentences for translation from our mother tongue into French, these sentences affording the only necessity for the use of English in the classroom. Every lesson contains also a list of its new words arranged in the order in which they occur in the passage of connected French. And, beginning with the fifth lesson, this list is followed by games, riddles, songs, *jeux de mots*, *bons mots*, poems, little stories, anecdotes, puns, short citations, or the like.

The book proper is supplemented by a treatise of 60 pp. on irregular verbs, a *vocabulaire* of 761 French words or expressions, and an index. The author has endeavored to make the task of teaching the irregular verbs more productive of results by giving with each irregular verb only the tenses that are not formed regularly. The regular forms and tenses can be reasoned out by the student, who is supposed to have learned thoroughly the regular rules for the formation of tenses. With each set of three or four irregular verbs a connected text has been introduced, in which these verbs are used in their various forms, and this text can be made a basis for oral drill. Each lesson has also a translation exercise from English into French. No reading text and no exercises are given for the irregular verbs in infrequent use. Such verbs are listed for reference only.

Many pertinent hints and cautions, gleaned from actual experience in teaching, are strewn here and there throughout the whole book. The *Cours* proper is adorned with fourteen illustrations of places and people, the Appendix with seven. The sixteen pages which the author devotes to "Fundamental Principles of French Pronunciation" are preceded by a note stating that these few rules are to be used merely as a reference and are not supposed to be all-inclusive. Most of the principles are forcefully put, and further rules for pronunciation and exceptions are given in the lessons proper as the words are naturally reached which illustrate these rules and exceptions. But the non-native teacher who uses the *Cours pratique*, as well as the students, should be armed with a good manual of phonetics. For these "Fundamental Principles" are by themselves insufficient in some respects to give a correct idea of French pronunciation. The treatment, for instance, of unaccented *e* is very inadequate; the comparison of French *oi* to the sound of *wa* in the English *water* is open to criticism; and the rules for the pronunciation of the consonants must be supplemented. It may also be noted that some of the English sentences in the different exercises have rather a foreign flavor. The typographical errors occurring in the early copies of the *Cours pratique* will probably be corrected in a later edition.

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The
Modern Language Journal

VOLUME IV DECEMBER, 1919 No. 3

THE UTILITY OF TEACHING-DEVICES

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I

RECENT language texts show a clear and pronounced tendency toward pedagogics, particularly in the direction of teaching methods or devices. Even the ironical comments about turning linguistic handsprings, cutting figures of eight, and climbing the greased pole in French, Spanish, or German have failed to dam the current. Grammars are no longer bald statements of principles and reading books are no longer mere reprints of originals with dry historical and grammatical notes. The teacher as well as the pupil is having his innings. The old theory that the teacher needs no suggestion nor help is being discarded. Text-books are now not simply pupil-texts: they are teacher-texts, also.

At first blush, this would appear to reflect on the capabilities of language instructors or on their preparation or on their willingness to take pains. If the old-fashioned teacher got along without these prepared auxiliaries, why should they seem indispensable to the modern followers of the profession? Is it not fostering weakness and a spirit of routine to provide machine-made exercises? Do they not discourage initiative and inventiveness? Do they not uselessly expose the implements of the office to the student? Do they not place the novice and the expert, the fledgling and the patriarch on the same level? Do they not disparage experience?

It is possibly no adequate answer to say that the smaller the distance between the beginner and the veteran, the more advanced and the more perfect is the state of the occupation, profession,

trade, or craft. Subconsciously we feel that a knowledge of the tools of the trade should require nearly as long a period for mastery as a knowledge of the working-materials or subject-matter. Undoubtedly that is why we are insisting more and more on advanced training in schools of education. The time does not seem far distant when we shall demand of all language teachers a degree in education in addition to a major in French, Spanish, Italian, or German. Whatever our opinion may be of the justice of imposing this additional burden on those about to come into the fold, we must admit that language teachers have, in general, rarely prepared themselves to *teach* their subject. In grammar and literature they have had the necessary training: but they have paid slight attention to the means for communicating their learning.

Not, to be sure, that we have all to acquiesce in the pressure exerted by the schools of education. Many of us believe that there is a distinct limit to our teaching paraphernalia and that beyond a certain point educational courses are luxuries and unproductive of practical benefits to us as teachers of languages. If we have that indefinable but very evident thing called "personality" and if, in addition, we are endowed with a measure of that psychological instinct which enables us to deal tactfully with young people, we assume that but one other element is needed to complete our equipment. That element is method or methods or devices or whatever term you wish to use to dignify the tools of the trade. Methods or devices are our hammer and our chisel and our plane and our saw. Personality and the psychological sense we either cannot impart at all or can impart only imperfectly. The use of methods, however, along with the methods themselves, can be transmitted, and therein lies the function of pedagogical courses, in so far as we are concerned.

It is probably in view of the scant number of methods courses offered in our schools and of the slight incentive presented to the language teacher for perfecting himself in this most imperative branch that the makers of our pedagogical text-books are attempting to educate us in methods or devices. That they are sometimes carrying the multiplication of devices to an extent which seems excessive goes without saying. It is no uncommon occurrence to find a page or more of devices to a short preceding lesson. The old-

fashioned teacher, who has contented himself with saying, "Translate this," "Put this into French," "Read this," "Do this at sight," and who has considered his system thoroughly rounded-out with these few formulas and the meager variations which can be played upon them, looks on anything further as new-fangled notions of a suspicious nature and extremely derogatory to the dignity of his calling. However, we cannot afford to stand still out of pure deference to well-meaning persons who have got out of the habit of exercise.

As those who have used books of the sort recognize, a tolerable number of labor-saving and instructive devices enhances the value of a text. Their practical significance, of course, will be commensurate with the moderation exhibited in their employment and with the quality of selection made. To go beyond a rational measure in the matter of furnishing a text-book with devices is not only to expand a volume to an unnecessary and unwieldy size, but also to carry coals to Newcastle. Not all devices appeal to all teachers, and those which are regarded as ineffective by any teacher constitute so much waste space in that teacher's text and in the texts of his pupils.

It should be emphasized, however, that no harm can come from the constant invention of teaching devices and from the perpetual testing of their practicability. Comenius, Pestalozzi, Froebel, Gouin, Mme Montessori discovered no radically new principles in education. Their endeavors were confined to opening up new avenues of approach and to improving what one may speak of not too profanely as the "bow-wow" method of teaching. It would be maddening to have to acknowledge that the teaching of languages must remain stationary because no new avenues of approach are possible. Were such the case, we should be forced to look for our elementary teachers among robust, phlegmatic individuals whom no degree of monotony could daunt and no spirit of adventure could excite.

For the bane of elementary language teaching is the dry-rot of stagnation into which it may so easily degenerate. What can be more deadly than the incessant harping on the the remembrance of words and on the repetition of grammatical rules, the grinding out of passages of translation and the laborious laying of blocks of composition on top of one another? One or two years of it may be

endurable: but ten, twenty, or thirty years of it, if they do not kill the victim, should at least seriously maim him. Words, words, words—they are the body and soul of early language work and the despair of the veteran language teacher, unless there be a gate of escape, a way out into a fresher or, at any rate, a less belabored air.

The escape is not nearly as feasible now as in the good old days before the separation of knowledge or learning into species. Your inspiring classical teacher of the past was, often without realizing it, and generally without being personally responsible for it, far more than a teacher of languages. He was a philosopher, a historian, an ethnologist, a physicist, a social cicerone, a military strategist. His Latin and his Greek were primarily pegs on which to hang a general education. His scholarly interests were sharpened rather than blunted by his daily grind. His excursions into the civilizations of earlier peoples educated both him and his pupils. Words were never his only mental pabulum. If his task ever grew dull, it was because he himself was growing dull. The possibilities for spiritual recreation, hard thinking, and variety of subject-matter were almost endless. That is why we have a well-founded tradition of great teachers of the classics. They were intrinsically no better than the vast majority of modern language teachers of the past or the present, but they were more fortunate in their environment and in their epoch.

Specialization and the steady trend toward the division of labor have completely changed the rôle of the language teacher. Philosophy is now to be obtained in the department of philosophy; history, in the department of history; physics, in the department of physics; art, in the art department. In a few instances, because of the unfortunate situation in which the classical languages have been placed by modern conditions, one or two earnest classical teachers undertook the interesting task of reviving the ancient status of classical teaching, of presenting the philosophy, the history, the art, and the sociology of the Greeks and the Romans in the language department. But the experiment is anachronistic and is not likely to develop into a settled policy. The language teacher has in these days only a negligible standing as a humanist. He is without authority, can emit opinions of a general or specific character outside of his linguistic province only with fear and trembling, and is looked at askance by those officially in charge of

the various departments which have been mentioned. To the shoemaker his last, and to the teacher of languages as such, his vocabularies, his grammatical drill, and his verbs. Not to be able to indulge in the exhilarating sport of reasoning or of intellectual curiosity in so far as one's class-work is concerned; always to be condemned to the wheel of memorizing: that is a fate which no teacher should envy another. It is no special pleasure to be aware that you are first and foremost an intellectual blacksmith and that your forte is repetition.

Gainsay it as many are in the habit of doing, though, our specific function nowadays in elementary language work is to render the mechanics of language as nearly automatic as possible, and our chief agencies are repetition, drill, review, analogy, and a few other processes but little connected with the creative faculties. Some of us may, in the short time allotted to us, try to liberalize our subject by educational and instructive material, but the risk we take of detaching the mind of the student from the work immediately before him, namely, the learning of the mechanics of the language, is a real one. There is much point to Lewis Chambaud's observation in the preface of his *Grammar of the French Tongue* (1805): "The French Refugees are a striking proof of this. An English Gentleman hearing an old French Refugee say, that he had been fifty years in England, and expressing his surprise that he could not speak English at all, "Lack-a-day, Sir, said the Frenchman, what English can one learn in fifty years? *Hélas, Monsieur, qu'est ce qu'on peut apprendre d'Anglois en cinquante ans . . .* " Our difficulties and our obligation to persist in our oftentimes arid toil become manifest when we perform the simple calculation that six months of study and of exposure to French or Spanish in France and Spain are equivalent to something like twenty-four college semesters.

If this analysis is not fantastic, we can get an inkling of the importance of teaching-devices in language instruction. It is largely by the invention, the gathering, and the use of them that the teacher preserves some of his sprightliness and his sanity, and it is through the application of them that the recitation becomes an interesting hour instead of a humdrum droning away of precious minutes. They are one of the main gates of escape for ourselves and our pupils. They bear the same relation to our art or science

or whatever you choose to call it that the finely differentiated instruments and laboratory accessories of the scientist bear to his science. They are, in fact, our laboratory. I have seen the attitude of an excellent teacher toward her subject revolutionized by the acquisition of a usable list of practical devices. Her admirable personality and judgment had previously been hampered by confinement to a scant number of regulation teaching "methods," and she had not had the temerity to strike out into new paths. The devices were a revelation both to her and to her classes.

Any teaching device is, after all, a method. It is an aid in the presentation of new content and a means of re-enforcing what has once been treated. If it fails to accomplish either of these objects, it is not a successful device or method. It is, in addition, a potent factor in lending life to class-work. It gives suppleness to recitations and should not detract from the clinching of linguistic principles. When it does not clinch them, it misses its goal.

From the standpoint of the student, such devices are attractive because of the elements of surprise and variety which they contain. We must not forget that students are human beings and that they crave novelty, variety, and surprise and detest drudgery, like the rest of us. Their interest must be constantly stimulated, and especially in a subject like language which, however you may desire to rid yourself of the thought, depends in major part on the least agreeable of the mental faculties, memory. To go on with the drab routine of antiquated language teaching means the retention of medievalism in a modern scheme of things. Whatever defects may be inherent in our modern effort to put lightness, flexibility, color, and movement into teaching, we must be willing to tolerate them because of the obvious advantages of which they are, when all is said and done, only a rather unimportant accompaniment. Nor need we feel unsupported by some of the best educators of the past. Comenius, the venerable dean of pedagogy in the seventeenth century, who was considered for the presidency of Harvard College after the death of President Dunster, foresaw the need of enlivening teaching methods and achieved a remarkable feat of prophecy in his *Orbis Pictus* and his *Janua Linguarum*. Our pictorial representations in textbooks, our realien, and numerous others of our devices found in him an early, ardent, and most competent advocate.

Methods without method are like experiments without a purpose. There may be some good in them, but that is problematical, and the energy consumed is an almost total waste product. The teacher who employs a method or device merely because it offers variety and whiles away the class-period is as much a traitor to his trust and an idle opportunist as the elementary language teacher who delivers an unnecessary lecture or reels off joke after joke solely because he has a flow of words and is irked by the labor of drilling and testing. Behind each device there must be perfectly visible the query, "What will it accomplish and when should it be used?"

No comprehensive study of language devices has yet been made. We have a few books on language teaching which detail some of the methods available and are often indicative of others. But a critical and scientific examination of language methods or devices has never been compiled. For hundreds of years we have been plying our trade without a reasoned catalog of the tools with which we have to work. A monograph or a volume on the topic would fill a real want. In the absence of such separate treatment, we must feel grateful to the writers of text-books who have stepped into the breach, no matter what success has attended their attempt. In all probability, the most logical arrangement would be to have tables of desirable devices incorporated in the introduction or added as an appendix to our text-books. Teachers could then choose at will and according to the suitability of the different devices. Indeed, much would be gained by making such tables an integral part of elementary language books along with the maps, pictures, and lists of class-room expressions which are finally becoming a standard fixture.

The following charts will suggest some of the ways in which series of language devices may be concisely presented. No claim is made for special originality either in the devices themselves or in the general plan. Suggestions have been taken wherever met, whether in pedagogical journals or in discussions with my students in our course on the Teaching of Spanish. My students found it worth while to enlarge some of these charts on heavy drawing-paper and keep them close at hand for ready reference and progressive observation. Perhaps others may regard this as a useful procedure.

II

SECTION OF A CHART FOR TESTING AND AUDITING DEVICES

No.	Device	September						Remarks and Conclusions	October, etc.
		M.	T.	W.	Th.	F.	etc.		
1.	Flash cards.								
2.	Pupil writes in alphabetical order lists of new words appearing in lesson.								
3.	Pupil keeps scrap-book of pictures with Spanish, French etc., equivalents for objects								
4.	Exercises in numbers and arithmetical operations.								
5.	Teacher reads review translation: class translates.								
6.	Class gives lists of synonyms.								
7.	Exercise in the changing of tenses.								
8.	Students look over page at sight, close books, and tell what they have seen. Time-limit for looking over page.								

Comments:

1. By putting a mark in the day-square, the teacher knows definitely what device he has used at each recitation. He can thus combine variety with the special object which he wishes to accomplish each day.

2. A cross (x) or a check-mark ($\surd$) may be placed in the day-square to show that the device is successful. A zero may be used to indicate that the device has been valueless or of doubtful value. By testing devices in this fashion, each teacher will soon satisfy himself experimentally as to the merits of any device.

3. If a particular device has been successful in combination with another, the number of the second may be put in the day-square of the first.

4. The column of "Remarks and Conclusions" may be reserved for pertinent or somewhat extended comment.

5. A group of teachers, by comparing their charts, might find the results worthy of collective discussion. A proper evaluation of the devices may, of course, more exactly be arrived at when the testimony of various experimenters is available.

6. In connection with teacher-training classes, assignments from the chart might be made by the supervisor so as to enable the beginning teacher to try himself out on the principal implements of his vocation. If the novice has a set of practical devices as a guide, he may be induced to spend a little more time on the preparation of content. One of the bugbears of the novice in preparing the coming lesson is to know *what to do next.* It not infrequently happens, also, that novices and others suffer embarrassment in class because they have run out of working material and have to spar for time during the remainder of the hour.

University of Nebraska.

(*To be concluded.*)

SELECTION OF READING TEXTS IN AMERICA AS VIEWED FROM ABROAD[1]

By ALBERT SCHINZ

THE TITLE of this paper was worded by the Chairman of the program committee. This statement will dispel at once, I am sure, the fear you may have felt that I was to assume the attitude of a critic. I am particularly anxious to say this, since altogether too many things in our Modern Language Departments have been "viewed from abroad" of late, and I would be sorry indeed to incur the reproach of encouraging this tendency; whatever "viewpoint from abroad" comes in, will be of comparison and not of criticism, for the first thing to be remembered in approaching this subject is that American instruction in the twentieth century has not, cannot have, must not have, in many particulars, the features it has in Europe, where traditions, life, aspirations, the whole organization of academic life, differ very much.

It is not a question of passing judgment, from one point of view, it is a question of understanding both points of view; and it is, I suppose, to the fact that I have been brought up in Europe and taught very long in America, that I owe the honor of being asked to speak today. It is by *comparison* that very often we succeed in seeing more clearly; it is *comparing* that I am perhaps in a better position to do than some of us here.

Just one thing more by way of introduction: Even when we understand rightly it is unbecoming to be dogmatic. It is not necessary either. When not mere individuals, but groups of people, nations, classes, are concerned, the goal is reached in human affairs by unconscious groping, rather than by conscious proceedings. It may take a long time—but as the plant turns unconsciously toward the sun, so human society turns unconsciously towards light. The best we can do as individuals is to find out, by careful observation, and try to determine, which

[1] Read before the Modern Language division of the N.E.A. at Milwaukee, July 30, 1919.

various *courants et contre-courants* are accidental and which fundamental. This is not so hard to tell. Then, once conscious of the desirable ones, we can work in order to help these along more intelligently, more deliberately; and we shall then reach the end more rapidly.

Thus my task is not to tell where we *must* go, what we *must* do; if I succeed in telling what rational things we are actually and unconsciously trying to achieve, what we are already in the process of doing, that will be enough.

I

The first—natural—tendency when modern language study was assuming serious proportions in America, was to inquire what school books they read over in France, Germany, Italy, and Spain, and to take them over in our courses of French, German, Italian and Spanish. Indeed this natural thing was *not* the right thing to do: for the texts brought in—after the very first stage of the "Reader"—were the classics, Corneille, Racine, Molière, etc., (allow me to use French as illustration). But they were works intended over there to study *literature*, or *artistic language*; and it was possible to use them to advantage in the countries where the children knew the tongue of these authors as their native tongue; they could appreciate such texts. For young Americans who had just started, not only were such beauties not appreciated at that early stage, but, being above the comprehension of the pupils, the latter wasted good energy in vain efforts. The children must know first the plain language; they must not be given meat before they are weaned.

Sooner or later the mistake of teaching literature instead of teaching language, was bound to be realized; and indeed about ten years ago a vigorous campaign was started to drive classics out of our high schools and preparatory schools, and out of first and second year College courses. Dr. Sachs of New York was one of the decided advocates of this sound movement: the insistence of high schools and preparatory schools on teaching classics, he called right out a "bluff." This campaign has now almost completely succeeded; still there are some who keep the old system, as shown in the report of Mr. Van Horne in the Modern Language Journal, January, 1919. Even in some colleges they still read in the

first year, *Atala*, or *Notre Dame de Paris*, *Pêcheur d' Islande*, or *French Lyrics*; or in the second year *Le Misanthrope*, *Andromaque*, or *Cinna*, or *17th Century French Readings*, or Rousseau, or *Cinq Mars* or *Le Curé de Tours*.

We must complete the task so well begun, and clean out. This is my first point.[1]

We must not be surprised however, if the prejudice is hard to eradicate in certain quarters. Did not a man like Lanson suggest that we ought to pay more attention to literature in our language classes? Have we not repeatedly heard French people who propose series of French classics for our schools, and who come with elaborate plans for marvelous reading so as to make out of American children very rapidly little Thuroldi, or Montaignes, or Descartes, or Racines . . . ?

II

After the phase of beautiful, but naïve idealism, which introduced exquisite wine into paper bags, came another which was a reaction against that. The cry "practical language" was uttered, and . . . alas! joined hands with the movement for natural method, which too often was used for miserable attempts to learn a language *without* method; and the two together gained a great momentum. Not only did teachers take non-classic texts, but among these non-classic texts, they chose what were called idiomatic texts—and idiomatic meant, more frequently than anything else, slang, or argot. They thought that they were echoing the 17th Century cry of Malherbe, for the language *des crocheteurs des halles*, which any way was not the cry against elegant language, but against Latin and Greek pedants. Such texts, e.g., as *La Belle Nivernaise*, stuffed with slang, did more harm than good. . . . And that tendency still prevails. I know of many schools and colleges who took up *Chantecler*, and some have recently taken Barbusse's *Le Feu*, both of which are in many passages, not easy even for French people. That tendency was represented even more in Exercise books—long lists of idiomatic expressions were administered to the pupils, the method conveying the absurd idea

[1] I do not say that isolated fragments of classics are always to be excluded e.g., the *Bourgeois Gentilhomme's* scene of the philosopher teaching phonetics is perfectly legitimate as an extract in a French Reader.

that a language could really be mastered only by the parrot method, and as if the plain words and the sentences composed correctly and according to intelligible rules would not make perfectly good French.

François's 'plancher des vaches,' I am afraid can never be eradicated from the French vocabulary of young Americans—and such abominations are many.[2]

Here again—here especially—the statistics of Mr. Van Horne are very valuable and encouraging. They show plainly that we are getting cured, and that, as a higher and more earnest class of teachers comes in, the more reasonable view of things obtains. The most popular books read in the last five years, are, all told, also very good from the point of view of language: *Perrichon* and *Colomba*, *L'Abbé Constantin*, stories of Maupassant and Daudet.

The most widely read text of the first year in College is *Perrichon*, of the second year *Colomba*. This is as it should be—and I feel sure that gradually we shall, by the unconscious process of elimination of less commendable texts, get a very excellent list. Let teachers continue their search, and let such ballots be taken as Mr. Van Horne has done; let the results spread, and we will improve. High school teachers will follow the movement. Our text book firms themselves have already realized the value of the voice from the teacher: they are all anxious to have editions of texts ballotted on in that way. This is moreover, a very democratic way of doing things, and avoids the danger of poor authority—for authority is not always good. In Europe the selection of text books is made by a Minister of Public Instruction, or some higher authority of that sort. That makes for unity. But while in some countries, like France, it has had the best results, (their texts are always admirably chosen and remarkably well edited—for French children), there is no doubt in my mind that in this country the ballot system will have more chance to achieve the right thing. I do not see that, e.g., in the state of New York, where they have The University of the State of New York organized on the same plan as the old University of France, the choice of text books is

[2] François' *Advanced French Composition* is, except for a few expressions similar to the one mentioned, an excellent book.

superior to what it is in other states. So here again—this is my second point—things are well under way.

III

There is one point, however, where we have hardly started on the good road. Here once more the intentions were very good, but the method is open to discussion. In the same spirit in which schools in an effort to do serious work had turned toward the classics, so they endeavored to do *much* work by reading *many* pages. This—to me— is at present the great stumbling block of modern language teaching. And I am in a position to observe the results rather closely. We get about 250 to 300 students at Smith College each fall, entering with three years of French, and going on with that language. They come from all the States, and they offer, with very few exceptions, the same defect: harrowing inaccuracy in reading and writing. Our efforts must all be directed at first, not towards having the students learn more, but towards having them unlearn mistakes which were not corrected at the beginning, and have become bad habits. And if you turn once more to Mr. Van Horne, you find how, today, this gross confusion of *many* and *much* seems deeply set, and how the amount of work done is measured by the number of pages read or written. The average reading, he tells us, in the first year in College is 300 pages (298); the second year 700 pages (686). Some go over 700 the first year (and remember that they are studying grammar too), and over 1200 the second year. This is incompatible with accuracy in reading, and also (which is almost as serious) incompatible with pleasure in reading. No demonstration is necessary here. We must read less and better; for if we read less and better at the beginning, we can read faster and still better later. This will surely come; it is my third point.

I wish I could say that the remark of Mr. Van Horne, that he has noticed since the war began a tendency to read less, were not accompanied by his explanation—namely, that more time is given to oral conversation work. If this explanation is correct, it means that children read just as carelessly as before; they are reading less only because they give less time to it.

I quite understand that the laboring for weeks on the same story is not desirable, is monotonous to the student. Here I may

be allowed to suggest the method we have adopted at Smith College, (and no doubt elsewhere they have it too) that is to assign, let us say eight pages a day, but one or two of them to be read very accurately. So the student has the satisfaction of reading a good deal, and yet he does not neglect accuracy. Also this idea of stimulating interest by renewing the material read, ought to make us favor shorter text books; short stories as a rule, rather than novels. As to plays, in spite of the general idea that they are good because they have conversational style, they seem to me rather undesirable for this psychological reason: the longest play is written for presentation within two or two and a half hours; therefore if you drag the material over weeks, the effect of somnolence is almost unavoidable. Even *Perrichon* in abreviated form reads better in class than the complete *Perrichon.*

IV

Little time is left to deal with texts for literature courses. I am not quite sure whether it was the intention of the program committee that I should touch on this point.

Let me only suggest two things: first, we will surely follow the good road if we continue to read first of all the great masterpieces—such as have been recognized by universal consent. Although we are improving here also, how often does it not happen that we find in our classes of literature, students who have read some out-of-the-way poem or novel, or drama, and who have not read the standard works? It is unbearable pedantism to substitute our personal likings to the judgment of the world; we must have individuality, but not at the expense of our beginning students.

It is dangerous, as a rule, to use indiscriminately text books published abroad, and I wish to point out two categories that are bad: as a textbook for the history of literature, Lanson is not to be recommended, at least for beginners; it is intended for students who have read authors and want a guide to appreciate them; but some of us put the book in the hands of students before they have read the authors. The result is the disreputable vagueness of knowledge and thought which men teaching natural sciences reproach us for constantly. Then I see, for example, Pellissier, the 17th, 18th, or 19th century "*par les textes.*" This again is a book for France not for us. The author says explicitly that he meant to leave alone

the texts which are easily accessible, and take only such texts by classic writers as are not usually well known, and such by authors of second rank as may be interesting. In other words these texts presuppose that all the standard texts have been read before, but some of us use them with beginners.

The second suggestion is that, unless we can read the book with our students, we do not put it in their hands. I know of editions of *Atala* and of *René* where the passage explaining this story is left out—to spare the child's innocence. In this case let us leave the books alone altogether; they are of no more use than a watch from which you have removed the spring, and we must not have our students consider it quite unobjectionable to read a book without a point. I must say that year after year Racine embarrasses me. His formidable sensualism under his fine language is a problem. I could never read *Phèdre* in class room; even *Andromaque* is no easy task;—if you do not make it plain, it is of no use; if you do explain, it is certainly not of moral advantage to young people in the dangerous age.

By association of ideas—association by contrast—I take this occasion to warn against the opposite evil. Many still think, for example, that literature begins to be real, only when it is objectionable, and that all that is normal and *only* beautiful is goody-goody. The absurdity is obvious, and I will not give a demonstration. But what I may add is that we professors are apt to misjudge our students in their tastes. I had a few weeks ago a remarkable experience. Owing to the absence of an Amherst college professor, I was asked to offer once a week to the Amherst boys a course on the French novel. Many of them had had such a course, but came because I gave mine in French. Now those men (30 in all) had read quite a Frenchy list of French novels, from the medieval *Tristan et Iseult*, to *Madame Bovary*, passing through *le Roman comique* and *Manon Lescaut*. So one week I gave them to read—it came in naturally—*Paul et Virginie*. And I was much surprised to find in the weekly report they handed in that they had liked the story very much; several confessed they had found it the most interesting novel of the course, and some were positively lyric about it; when the final examination came, I still found reminiscences of the effect produced. I am sure others than I will find this a plain illustration of the fact that we must not depend too

much upon our preconceived ideas about students. Our students are sound as a rule. I must however tell the story to the end. A little later I tried the same experiment in an 18th century class at Smith College; the result was, according to appearances, different. I feel sure that many of the sixty girls in that class liked the story, but (this is an aspect of the everlasting Eve) they were ashamed to say so for fear of ridicule; some clearly stated that they did not like it as they found it too "uni" and too "moral." And, by chance, one day during that very week, a book dealer of Northampton asked me to give titles of some good French books for city customers; he said that he had shown the French books of our 19th century course to a college alumna who had declared that these books seemed to have been selected by a Sunday-school teacher. . . . Yet there was George Sand, Musset, Flaubert, and the most triangle-maniacs like Bataille, Bernstein and Hervieu. The truth of the matter was probably that this woman thought it beneath her dignity as a cultivated woman to read plainly good books. However that may be, these very amusing manifestations of feminine psychology are of no consequence, except that they betray a tendency which does exist, and which, for the reputation of American good sense, must be done away with quickly.

Smith College.

P.S.—Some teachers, at the close of the meeting where this paper was read, have asked for suggestions as to texts that might be read with profit, as the speaker had rather dealt with such as ought to be avoided. By way of answer we recall the ten first numbers of the symposium of Mr. Van Horne: *First Year.* Perrichon, Belle France, Aldrich and Foster, Abbé Constantin, Colomba, Daudet, Maupassant, Français et sa patrie, Madame Thérèse, Tour de France. *Second Year.* Colomba, Misérables, Hernani (for reasons given above we would not recommend this at all), Gendre de M. Poirier, Daudet, (Short stories), Tartarin, Mare au Diable, Maupassant, Roi des Montagnes, Livre de mon Ami. In the third year, some good stiff texts ought to be chosen to show the pupils that, because they can understand easily easy French, they do not know French quite yet—and need preparation before coming to class. Hugo, Balzac, Gautier, Loti are good authors. At Smith we take *Jettatura* which has a remarkable vocabulary, and in the second term we take Victor Hugo's *Poems*

which, besides new difficulties in language, give an opportunity to initiate the student into French Versification, so that the next year they know how to read Corneille, Racine and Molière's verses. Many of these poems are good stories, like La Conscience, Mariage de Roland, Aymerillot, Cimetière d'Eylau, Après la Bataille, Pauvres Gens. Then there are the Napoleonic poems which afford no dull reading either; the poems of the Childhood of Hugo, and the like.

PHONETICS AS A BASIS FOR TEACHING SPANISH

By Fred A. Hamann

OF LATE years the modern foreign languages are being taught more and more like living languages; hence, more attention is being paid to pronunciation, for the first thing to be studied in a modern language is not its grammar but its phonetics, that is, its sounds and their combinations in connected speech, as this furnishes the only scientific and practical basis for acquiring, as well as for teaching the standard pronunciation of a given language.

The teacher, therefore, especially if using the direct or a conversational method, should first give a very large amount of phonetic drill; for if the student fails to overcome at the very outset the natural inertia of undisciplined muscles, he will simply use slipshod approximations, that is, he will substitute the sounds of his mother tongue, and his further progress will chiefly consist in learning to pronounce badly with greater ease, without being aware of his vocal atrocities. Thus the law of habit will not aid, but only hinder him in the mastery of a correct pronunciation, and a faulty pronunciation will result, which is not only difficult to correct, but which, in turn, would deprive the student of much pleasure and above all of his confidence in learning to speak and sing in the foreign tongue, as well as to appreciate in the highest degree such literary forms as poetry, drama, and the oration. Consequently, the beginner should be given first of all a solid foundation for the correct production of the foreign sounds by means of physiological explanations and phonetic drill in at least five to ten lessons before the systematic study of grammar is taken up, and afterwards in connection with the latter, preferably at the beginning of the lesson for a few minutes, in order to tune up the organs of speech. Now, all this is being urged more and more for French, but seldom for Spanish. For this reason, I shall endeavor to show the imperative need of Spanish phonetics, in acquiring and imparting the Castilian pronunciation, by trying to bring out the main differences between the Spanish basis of articulation and

that of English with occasional references to those of French and German; for a mistaken notion is abroad that a correct Spanish pronunciation is easy to attain, and that the spelling of Spanish words is more phonetic than it really is. The faulty and often intolerable pronunciation of the majority of Spanish students points to the advisability of using practical phonetics in Spanish also, in order to avoid employing certain sounds of one's mother tongue in Castilian pronunciation, which is favored by the vast majority as the standard of Spanish for the following reasons: (1) The Royal Academy of Spain, as well as the literary and educated men of practically all Spanish countries consider Castilian as the standard. (2) The American pronunciation of Spanish has no single standard but is readily understood by all, and vice versa, one who speaks Castilian can easily acquire the dialect of any Spanish country. (3) It facilitates the acquisition of correct spelling, being more phonetic, as the sounds of 'c,' 'z' and 'j' are distinguished from 's' and 'g.' I shall base my assertions in what follows on Mr. Tomás Navarro Tomás' excellent book '*Pronunciación Española*,' which, in my opinion, contains perhaps the most practical and popular presentation of the subject, and to a lesser degree on Mr. A. Colton's treatise '*La Phonétique Castillane*' which is more theoretical.

I regret to state, however, that Mr. Tomás does not use the International Phonetic Alphabet, with which the majority of teachers no doubt have become familiar thru the study of French, German and English. Now many will say that phonetic symbols are entirely out of place in the classroom. I, however, consider their use essential for the teacher and desirable for the student, as one of the greatest phonetic aids, especially in comparing Spanish sounds with those of other languages. Moreover, there are already several good beginners' books on the market in which not only a good phonetic introduction is found, but also the International Phonetic Alphabet, among them Hanssler and Parmenter's Beginners' Spanish and Moreno-Lacalle's *Elementos de Español*, as well as his Elements of Spanish Pronunciation, which contains also a carefully worked out plan of ten lessons on pronunciation with many exercises.

I hope the day is not far off when a unanimous agreement shall have been reached whereby this alphabet is to be used exclusively

for the purpose of standardizing the phonetic transcription of all modern languages.

Now, there is a certain degree of confusion, as well as disagreement among the best known authorities on the subject of Spanish pronunciation, which, according to Colton, seems to be due to the fact that the Castilian pronunciation appears to be in a period of transition with respect to the pronunciation of a number of vowels and consonants, as well as to quantity and division of syllables. However, Josselyn is rather inclined to attribute it to the Spanish basis of articulation, which is more lax than that of any other Romance language. He says, for example, at the very outset of his *Études de phonétique espagnole* that this lax articulation leads to a considerable variation in the pronunciation of the same individual and tends to render the absolute classification of vowels difficult. On the other hand, it is this characteristic that, in my opinion, permits the Spanish articulation to become so harmonious, elegant, and soft.

The action of the organs of speech is, in general, less energetic in Spanish than in French and in the stressed syllables of English and German, but much more precise and definite, especially in the pronunciation of the vowels, than in the weakly stressed syllables of English words, in which, as a rule, only the consonants are sounded distinctly, the vowels being slurred over and even dropped, whereas in Spanish the vowels remain clear and full, but the consonants become lax. This may be seen by comparing the Spanish with the English pronunciation of the following words, which have the same spelling and meaning in both languages: hon*o*r, past*o*r, vulg*a*r, univers*a*l, *a*dor*a*ble, cf. also pr*o*nunciati*o*n (E.): pr*o*nunciaci*ó*n (S.). This clear-cut articulation of Spanish is due, in my opinion, to the manner of expelling breath in the production of the Spanish sounds, more uniformly and less intermittently than in English. On the other hand this uniformity in expelling breath accounts for the greater uniformity of Spanish vowels with respect to quality and quantity, as well as for the absence of the vanishing sound which is so characteristic of the English long vowels, as in 'too, know, say, see.' Compare with these the Spanish words: tú, no, sé, sí. Though in Spanish orthography there are only the five elementary vowels 'u,' 'o,' 'a,' 'e,' 'i' ('y' being pronounced like 'i' when it is a vowel) which are usually

represented in phonetic transcription by [*u*], [*o*], [*a*], [*e*], [*i*], still there exist also in Castilian, different shades of these vowels, especially of the vowels 'e' and 'o.' However, for practical purposes in the classroom the various shades, which Araujo calls 'matices flotantes' and 'fugaces variantes' may be safely ignored in ordinary transcription, as they are not distinctive varieties, as in English, French, and German, being occasioned by the accent, the adjoining consonant, the vowel in the next syllable, etc.

Nevertheless, a few general rules like the following might be given: At the end of a stressed syllable the Spanish vowels are regularly 'close,' that is [*u*], [*o*], [*e*], [*i*], as in the English words 'rule,' 'so,' 'they,' machine' without becoming, however, as tense and long as in the strongly stressed English vowels, for there is less lip rounding for the vowels [*u*] and [*o*], it being more a case of interior than exterior rounding; cf. too (E.): tú (S.), no (E.): no (S.). For [*e*] and [*i*] the corners of the mouth are not so much retracted; cf. they (E.): té (S.); me (E.): mí (S.). On the other hand, in stressed syllables ending in a consonant, the vowels are pronounced 'open,' that is more as in the English words 'put,' 'or,' 'there,' 'is.' Cf. t*u*-bo [*u*]: p*u*n-to [*U*], m*o*-da [*o*]: c*o*s-ta [*ɔ*], m*e*-sa [*e*]: pap*e*l [*ɛ*], s*i*-no [*i*]: t*i*n-ta [*I*]. However, 'e' in a syllable closed by 'n' or 's' is close, i.e., [*e*], as in a-t*e*n-to, p*e*s-ca, while 'e' and 'o' before the 'i' and 'y' are open, i.e., [*ɛ*], [*ɔ*], as in r*e*ina, r*e*y, *o*iga, s*o*y. The vowel 'a' is pronounced like 'a' in 'father' before the consonants 'j' and 'g,' before the vowels 'o' and 'u,' as well as in a syllable closed by 'l,' as in b*a*jo, p*a*go, c*a*os, c*a*usa, m*a*l; otherwise 'a' is usually sounded as in 'bath,' 'ask.' Between stressed syllables vowels become still more lax, but they remain clear and definite and do not become so indistinct as in English, where any unstressed vowel may become [*ə*], or disappear, as in tí-t*u*-lo, sím-b*o*-lo, cf. 'symbol' [*simbl*], tím-p*a*-no, in-tér-pr*e*-te, tí-m*i*-do. According to the law of vowel harmony, which is the influence that a vowel in a syllable exercises upon the vowel in the preceding syllable, the weakly stressed final vowels 'a' and 'o' close the accented vowel of the preceding syllable ('a' more than 'o'), so that in *e*sa, *e*so, *e*se, for instance, the accented 'e' has three distinct shades, without failing to be close in the three cases; cf. also s*o*-la: s*o*-lo. Another sign of laxity is also found in the articulation of the frequent sounds for 'u' and 'i' ('y'), without the

accent mark, before a vowel, when they become the semi-vowels [*w*], [*j*], as in c*u*al [*w*], lab*i*al [*j*].

The action of the glottis is not very energetic either and no glottal stop precedes the initial vowels as in German; hence there is a tendency in vowel linking to convert two or three adjoining vowels into a monosyllabic group without losing the characteristic shade of each vowel as in l*a u*nión: l*au*rel, y*o* he *i*do *a Eu*ropa. Two vowels of the same kind regularly form a single vowel in ordinary speech, as in l*a* H*a*bana, qu*e e*l, alc*o*h*o*l, ángul*o o*scuro; while in rapid speech, as well as in singing, weakly stressed vowels are regularly absorbed, for the stronger the syllabic accent, the more likely is the vowel to disappear, as 'e' in sab*e u*sted, d*e o*tra manera, m*e* h*a* visto.

Altho nasalization of vowels does not play a very important part, having no distinctive value, the vowels in certain positions, especially between nasal consonants, are frequently nasalized, pointing to a lax position of the uvula, as in n*u*nca [*ũ*], m*o*nte [*õ*], m*a*nco [*ã*], n*i*ño [*ĩ*], *e*nfermo [*ẽ*].

Vowel quantity obeys phonetic laws in Spanish, does not follow historic or etymological traditions, and does not serve to distinguish words from each other as in English hip: heap; let: late. Hence, it will be found that vowels are not lengthened to the same extent as those of other languages. English speaking people usually exaggerate the length of Spanish vowels, especially in 'palabras agudas' which are stressed on the last syllable, like com*e*r, esper*ó*.

Owing to the smaller tension of the vocal chords the general pitch of Spanish sounds is much lower than in French.

The most careful attention, however, is needed in the articulation of the Spanish consonants. In the first place, for most consonants requiring tongue action, especially for 't', 'd,' 'n,' 'z,' 's,' 'r,' 'l,' the tongue is further advanced than for the corresponding English sound.

The degree of muscular tension with which the consonants are articulated varies likewise according to the accent, the varying impulse in breathing, and their position in the phonetic group, being greater at the beginning as well as in stressed syllables, smaller between vowels, and smallest at the end, as well as in weak syllables, as in *c*ierto, *c*ertidumbre, lápi*z*, *r*ama, pa*r*a, ama*r*, jamá*s*, *l*une*s*, ma*l*, *n*ace*n*, *d*e, se*d*a, se*d*.

Initial consonants of a phonetic group are pronounced not only with greater force but at the same time with greater sonority. Thus, for initial 'b,' 'd,' and 'g' after a pause, the vocal chords begin to vibrate before the explosion takes place, as in French, thus, *b*ueno, *d*on, *g*ana.

It must be remembered that also 'b,' as well as 'v' after 'n' or 'm' (both being pronounced m) = [*b*], that 'd' after 'n' or 'l' = [*d*], and that 'g' after 'n,' [ŋ] = [*g*], as in u*n b*ue*n v*ino, ho*mb*re, u*n d*iá, e*l d*omingo, cf. ta*n b*ien: ta*mb*ién.

However, for medial 'b,' 'd,' 'g' between vowels in a phonetic group, as well as with most consonants, the air passage is more gently opened without any explosion, so that a kind of semi-fricative sound results, as in uste*d* ha *d*ado una *d*eda*d*a *d*e miel al a*b*oga*d*o, una *g*a*b*ar*d*a, ma*d*re, ha*b*la. Concerning these sounds, Navarro Tomás says that they are commonly ignored, even by many teachers, and that he who has not mastered them will always be far from the correct pronunciation. He also warns against the English 'th' sound of 'this' for intervocalic 'd,' since the latter is less interdental, more lax, softer, and shorter than this 'th' sound, which, by the way, occurs also in Spanish in words like ju*z*gar, due to the influence of the following voiced consonant.

Final 'd' followed by a pause is particularly weak and becomes almost voiceless, as in uste*d*, libertad, Madri*d*.

Since less energy and breath are expended in the pronunciation of Castilian consonants in general, the occlusives [*p*], [*t*], [*k*] are not aspirated, like [p^h], [t^h], [k^h], as in English, German, and American Spanish, but uttered more as in French, as in *t*a*p*ioca, ca*p*ital, *p*eta*c*a. In unaccented syllables, especially before nasal or dental consonants, like 'm,' 'd,' these consonants are often weakened to the semi-fricatives [*b*], [*d*], [*g*], being more or less voiced, as in ari*t*mética, anéc*d*ota, ecli*p*sar, also in 'cc,' as in ac*c*ión, and 'x' between vowels = [*g s*] or [*s*], as in é*x*ito, e*x*amen, while in many cases these consonants, as well as many others, are dropt in correct pronunciation and often in spelling, in order to avoid awkward consonant combinations, as in se*p*tiembre, *sé*(*p*)-*timo*, (*p*)seudo, *p*sicología, o(*b*)scuro, su(*b*)scri(*p*)ción, instru*cc*ión, is*t*mo, e*xp*oner, e*xc*lamar, also e*x*acto [*s*], au*x*il- [*s*], cf. su*j*e*t*o: su*bj*e*ct*.

Medial 's' before 'f' and 'z' is partly absorbed by the latter, as in e*s*fera, e*s*cena.

Due to the decreasing impulse of breath the friction and sonority of a final consonant become very weak, in fact often stop, so that no sound is heard altho the tongue takes the required position for the production of the same, as in uste*d*, co*k*, bo*ck*, relo*j*: relo*j*es, but álbu*m* = albun, hare*m* [*n*] or har*én*, cf. Adá*n*: Ada*m* (E), final 'm' being pronounced like 'n'; also in slowly syllabicating the word, as e*m*-pe-ra-dor.

Assimilation, that is, the influence of other sounds, as we have already seen, plays a very great part in Castilian. While with the vowels it is metaphonic assimilation, or vowel harmony, with consonants it is the influence of contact that is most important. Thus, a voiceless consonant becomes voiced before a voiced consonant, as in de*sd*e [*zd*], lo*s d*edos, mi*sm*o, i*sl*a, die*zm*o, juzgar, la luz *d*el sol, ari*tm*ética, ane*cd*ota.

'b' and 'd' before an occlusive become [*p*] and [*t*], or more frequently retain a slight element of voicing, as in o*bt*ener, a*dq*uerir, also in a*dj*etivo. Hence assimilation is, as a rule, regressive in Spanish, as in French, whereas it is progressive in English, cf. o*bs*ervar [*ps*] (S.): o*bs*erver [*ps*] (F.): o*bs*erve [*bz*] (E.)

It is also due to economy of effort that whenever possible the consonant takes the lip postion required by the vowel following it, as in *ni*, *no*, *tu*, *te*, *si*, *su*, etc.

Also two adjoining consonants are usually uttered with one effort of the organs of speech by shifting the place of articulation, as may be seen from the following cases:

1) 'n,' 'l,' 's' take the point of articulation of the following consonant: do*n*de, o*n*ce; a*l*to, a*l*zar; e*s*ta, e*s*cena, e*s*fera.

2) 'n' before 'f' changes to a sound which is formed between lip and teeth, like [*f*], while breath is passing thru nose, as for [*m*]: e*n*fermo.

3) 'n' before 'b,' 'v,' and 'p' becomes [*m*]: u*n* bue*n* padre, *in*vierno ('nv' = [*mb*]).

4) 'n' before 'ch' = [*ŋ*] = 'ñ': a*n*cho.

5) 'n' before [*g*], [*k*], [*x*], = [ŋ] (= 'ng' in 'sing'): u*n* gra*n* co*n*juez.

6) 'n' before 'm' is absorbed by the latter: i*n*menso, co*n* mucho.

7) 'l' before 'ch' = [*ĺ*] (ll in llama): co*l*cha.

8) 'y' and 'hi' after 'n' and 'l' become the occlusive sound of 'gy' in 'Magyar' (Hungarian), which is similar to the sound of 'g' in 'gentle' (E.) and for which many foreigners simply substitute 'd'+'y,' or 'di' in 'cordial': un *y*erno, el *y*erno, con *hi*erro.

9) 't' and 'd' after 'z' become interdental, as in haz*t*e acá, sobre la haz *d*e la tierra.

The lack of a fixed place of articulation becomes also apparent in the case of [*k*] and [*x*], upon which the vowels have regressive influence, being articulated farthest back before 'u' and farthest in front before 'i.' Nevertheless, [*x*] never becomes the German 'ch' sound [*ç*] in 'ich': dirigir, *g*ente, *j*amás, *j*ota, *j*unta.

On the other hand, the consonants [*x*], [*k*], [*g*], [*n*], [*l*], [*r*] have regressive influence on the preceding vowel, tending to make it more open, as in f*ij*e [*i*], c*oj*e [ɔ], s*e*co [ɛ], c*in*co [˜], h*un*garo [*ũ*], *el* p*o*lo, p*e*rro, p*e*rder.

Two identical consonants coming together, just like two identical vowels, require only one articulation, being however, slightly longer and divided between the two syllables, while a single consonant between two vowels in a stress group is carried over to the next syllable, as i*nn*umerable: i*n*humano, u*n n*ombre: u*n* hombre, e*l l*oro: e*l* oro, o*bv*io, lo*s s*eñores, la luz *c*enital, la juventu*d d*orada, cf. ca*rr*o: ca*r*o. However, in strong and emphatic pronunciation, especially where the intervocalic consonant is [*n*], [*l*], [*r*], [*s*], [*θ*], [*f*], or [*x*], the articulation is divided between the two syllables, without producing the effect of a double consonant, as heard in u*n n*iño; thus, u*n*o, a*l*a, pa*s*a, di*c*e, ca*f*é, ca*j*a, cf. la *s*abes: la*s* aves.

A very common mistake, however, is made by Americans in changing 'ñ' to [*n*]+[*j*], and 'll' to [l]+[j], and by dividing them between the two syllables, as in señor, silla, when they are pronounced [*sen-jor*, *sil-ja*] instead of [*se-ŋɔr*, *si-ʎa*].

Similarly, 'ch' is usually described as a sound composed of [*t*]+[*ʃ*]. However, it must not be forgotten that occlusion and friction are momentary cf. mu*ch*o: much (E.). Therefore, the digraph 'ch,' as well as 'll,' is not divided in syllabication, as in Ba-*ch*i-*ll*er.

The sound that is perhaps responsible for the most serious and common mistake, especially among English speaking people, is the Spanish 'r.' At the beginning of a word, also after 'n,' 'l,'

and 's,' as well as if doubled, it is regularly trilled and represented by [*r*], as in *r*ico, E*nr*ique, ma*lr*otar, is*r*aelita, fe*rr*oca*rr*il. However, in all other cases 'r' consists of a single vibration, or stroke of the tongue point against the upper gums (the alveoles). Since the place of articulation for the Spanish 'r' sound and English 'd' is nearly the same, I regularly begin with the English word 'today' by eliminating [*ə*] and pronouncing 'd' very quickly, thus [*tədeː tde*]. By adding 'n' and 's' we get the Spanish words tren and tres. Similarly [*də*] or [*d*] may be substituted for 'r' in words like the following: pa*r*te = [*pad*(*ə*)*te*], pa*r*a = [*pada*]. In familiar pronunciation this 'r' becomes fricative, sounding like intervocalized '*d*' articulated at the alveoles, but not like the 'hollow' American 'r'; cf. to*r*o: to*d*o, toma*r*: ṭoma*d*: to ma*r* (E.).

While these are only a few of the important facts about Spanish pronunciation that are worthy of the careful consideration of the teacher, I hope that they will suffice to convince him that a thoro study of Spanish phonetics offers the best practical basis for acquiring and teaching the standard pronunciation of Spanish.

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Editorial Comment

THE attention of the editors has been called to the clever use being made by a publishing house of a rather laudatory review of one of its books which appeared in the *Journal.* All the unfavorable comments have been left out in the "revised" edition and the review in question has been converted into an unqualified puff. It may be considered that the publisher was quite within his commercial rights. Articles in the *Journal* are not copyrighted, and the advertising manager had but to use his scissors skilfully and provide for his wares a rather more readable commendation than those that are usually concocted in the advertising office.

There may be, however, some tender minded persons who will say that this bescissored advertising man, if he had not been so blinded by the dazzling merits of his firm's publication, might have noted that the reviewer had recorded certain judgments not entirely commendatory; and if, further, he had been sincerely anxious to inform the teaching public completely, he might have put in just a word about certain obvious defects in the book which had been duly noted in the review. But no; he took the rose and left the thorn. Nor did he, as far as our records go, send a check at space rates either to the author of the article or to the editorial office. It was, perhaps, a more serious offence to have overlooked this little ceremony than to have failed to clip the bitter with the sweet. However, it would be safe to wager that he just did not think of it. A man intelligent and discriminating enough to read, mark, and clip the *Journal's* reviews is not just an advertising man. He is able to recognize the value of opinion expressed in our columns, and to perceive that our reviewers praise in terms choice enough to be converted, indirectly, into real money. We would respectfully point out to him, however, that from the review in question it was quite clear that the writer is well acquainted with the Direct Method, and would have quite understood any

approach in that spirit, and that even the editorial office and that of the business manager are no strangers to its procedure. Even if the editors should hesitate to supply advertising copy from the columns of the *Journal* at space rates, they could certainly reply directly to the question: "May we reprint your article for advertising purposes, underlining the praise and entirely omitting the blame?"

This, however, is perhaps too much to expect. Therefore instead of raising a warning finger at the vigilant and intelligent advertising manager, we turn rather to take counsel with our contributors on the nature and function of a review.

Perhaps most teachers are weary of or dissatisfied with the first language book they are using and would welcome a change. Many are eager to try a "direct method" text, in the hope that they will find there a remedy for all their difficulties. These are not frivolous reasons. After ten years of the same text, few can be condemned for giving another a try, and it is surely not unwise to modify one's class room procedure from time to time. Not many teachers, however, are in a position to examine a new book critically and objectively, to test it by certain fairly definite standards applied to its main features, and thus to reach a well considered judgment. This our reviewers are expected to do, and not to be led to excessive praise or blame by some one feature of the volume before them. We illustrate. In the review that occasioned this discussion the writer was evidently so much pleased to find well applied in the book certain favorite principles of method that these came in for detailed comment, whereas certain obvious and serious defects were disposed of, correctly, but so briefly, as to escape the notice even of an observant advertising man. On the other hand, we have on our desk what was sent as a review of another book, in which the writer quite ignores the evident merits of the volume in method of presentation, and arraigns vigorously the linguistic inaccuracies and oversights in the text. Authors should of course be called to account, and severely, for such sins, but an article that does this alone should hardly be called a review. It offers, to be sure, no temptation to the scissors of the advertising agent. Neither does it give an inquiring teacher satisfactory aid in forming a judgment and should be entitled rather "Remarks, etc.," than a review.

One aim in composing a review might well be so to weave commendation in with objection that even the discriminating scissors of the publisher's agent could not separate them. In doing this the writer would attain also an even more desirable end: he would make the review represent adequately the book under examination in its combined strength and weakness; and this is the function of a review.

Now since the very real value of our wares has been established by the fact that they can be utilized for a commercial purpose, we feel emboldened to make more use of them ourselves and should like to direct the attention of our reviewers, of editors of texts, and of our good friends the publishers to two extremely useful articles in the *Journal*. The first, by R. T. Holbrook, on editing texts, appeared in Volume I. It should be studied and carefully considered by all publishers and by all editors of modern language texts. The other, by J. S. Deihl, is particularly pertinent to the topic of this editorial comment, as is suggested by its title: "Choosing a grammar for beginners" (II, p. 368). Olympian persons like the editors of the *Journal* are often astonished that editors of texts are frequently willing to work so rapidly as to offer for publication some of the poorly done notes and vocabularies that accompany certain editions of school and college texts, that publishers should be found so poorly informed and so careless of the standards of their own firm as to put them on the market under their *imprimatur*, and that some of our conscientious reviewers go through the pages patiently noting every mistake. There have been lately several rather noteworthy instances of this, duly recorded in the reviewing pages of the various journals devoted to modern languages. Our calm is also ruffled now and then by the failure of the authors of beginners' books and of reviewers of beginners' books to read the *Journal* with sufficient care as to avoid the pitfalls into which the unguided fall; and by the curious blindness of the publisher's clipping bureau to those paragraphs in our pages, which, if properly attended to, would prove so profitable as to enable them to do something handsome, such as to advertise so liberally in the *Journal* as to enable us to enlarge our issues and publish still more profitable matter, or, perhaps, to pay our contributors enough, possibly, to cover their outlay for typewriting and postage.

What are modern language teachers going to do about some of the difficulties that confront us? The question of inadequate pay is general. It is true, we hear, that teachers of certain other newer branches command higher salaries than we do. Perhaps in the natural sciences, too, the pay is more nearly adequate to the demands. But we are, in general, on the same footing as the great majority, and must fight our way upward with them, or disappear with them, as President Neilson of Smith almost fears we and they will do. That is a general economic question.

However, the war has done more than cut our salaries. It has decreased our numbers and vastly increased, for the present at least, the demands on those in the Romance languages, and there are signs that in a few years students of German will be much more numerous than at present. Furthermore, on the part of "educators" and certain administrators the opposition to any widespread study of languages in the public schools is gaining strength, and as it is they rather than we who decide policies and determine curricula, we must seek a way of reaching the thinking public if we have something to say on the subject that is worthy of their attention. We are being called upon by advocates of educational measurements to demonstrate our usefulness, to state in positive terms just what contribution we make to a child's education. Now if such demonstrations of generally acknowledged validity exist for other cultural subjects, we should feel ashamed not come forward with some for ours; if, on the other hand, the demand is unreasonable and based on false assumptions, we should be able to point this out, and thus blunt the edge of the weapons that are turned against us.

Two reports of great interest should be before us soon: one of the committee of the M.L.A. on the training of modern language teachers in our colleges and universities; the other of an N.E.A. committee on languages in the secondary schools. We are told that the latter is held up because the administrative element of the reviewing committee will not accept the recommendations of the language experts. This is symptomatic, for though we have not seen the report, it may be safely assumed that the language men have not taken an unreasonable stand. It would be well to have these reports made public. They should be very useful to teachers,

to those who are training teachers, and to prospective teachers seeking guidance.

But it is possibly time to do something more. At the July meeting of the modern language section of the N.E.A. a committee representing the National Federation was appointed to draw up a brief statement of values and aims and a set of resolutions, which should be at once a sort of *credo* for the members of the profession, and an exposition of our stand for the public. At the same time it was voted to invite the M.L.A. to appoint a co-operating committee. These groups are now in existence, but it is not quite clear to us just what they are to do. It is open to question whether such a brief statement of aims and values accompanied by resolutions would carry any special weight with the public. We should, in all probability, be merely repeating without any significant additions, what has been so often said. Hence the question arises whether the main business of these two committees may not well be to determine if the time is at hand for a more extensive investigation and report than is authorized under the mandate of the committee of the National Federation, and so to recommend to their respective organizations. At this point our thoughts naturally turn to the excellent British report on Modern Studies, which is in many respects a model of its kind, though it is obvious that the differences between conditions here and in the British Isles are too great for this document to be more than suggestive. Perhaps, then, the two existing committees should address themselves to this question, and should report to the meeting of the M.L.A. at Columbus at the end of this month whether, in their judgment, two committees or a joint committee of the M.L.A. and the National Federation should take in hand an extensive study of the present situation with a view to determining where we stand, materially and spiritually, so to speak, in the educational process, and how valid is the claim of our subjects to a permanent place among the leading cultural branches; and further whether this committee or committees should not have the power to seek the aid of individuals from other fields: school administrators, educational psychologists, men from business and other professions. It would be a large undertaking and funds for its prosecution would have to be provided. The investigators should be chosen with great care, and should be willing and able to give much time and thought to the task.

The excellent report of the Committee of Twelve is no longer applicable to modern language conditions in our schools and colleges; the reports of the two committees referred to several paragraphs above are definitely limited in scope. Is there a genuine need for an inquiry into the situation as it is which shall take the place of the now obsolescent report of the Committee of Twelve, and which, by supplementing and rounding out the forthcoming reports of the other two committees, shall offer to educators and to the public in general a competent and thorough going presentation of the present position of modern languages in our whole educational system, and of the rôle they should play for the next two decades in the task of educating the youth of America for their manifold obligation to earn a livelihood, to carry on the work of civilized beings, and to live their own lives to the fullest?

Notes and News

The response to an appeal for some one in each state to act as correspondent for the *Journal* (see the October issue, editorial comment) has not been great. The present editors are learning afresh daily how difficult it is to get authentic news from the field, especially from the secondary schools. However a few generous souls have been found. We publish their names here both as examples of what some forty other persons should be doing, and to beg our readers within their respective territories to communicate to them all items that should reach subscribers to the *Journal*:

Arkansas, Fannie A. Baker, Fort Smith High School
California, E. C. Hatch, Polytechnic High School, San Francisco,
Iowa, Chas. E. Young, State University, Iowa City
Kansas, Mabel Duncan, Senior High School, Arkansas City
Louisiana, L. C. Durel, Tulane University
Nebraska, Abba Willard Bowen, Peru State Normal School
Ohio, E. B. de Sauzé, Director of Modern Languages, Cleveland
South Dakota, Caroline Dean
Wisconsin, B. Q. Morgan, University of Wisconsin, Madison

For the items that follow we are indebted to these loyal friends and to others. We hope earnestly to publish a much longer list of correspondents next month and to be able each month to print many items of real interest to most of our subscribers. It is only so that the *Journal* can be anything more than a collection of monographs. The monographs are essential; they are the *raison d'être* of the publication, but many of our readers demand that our pages be also a record of events as well as of ideas, that they reflect the material as well as the intellectual activity of the teachers of our subjects. Let them aid us. Let our Notes and News department be a chronicle of happenings of many kinds in our field, just as our other pages represent the progress of American pedagogical thought.

The editors have been making an especial effort to find suitable correspondents all over the country. In reply to one appeal came the following from an important eastern city: "I do not think I could send you very interesting copy for the *Journal*. Our department of Modern Languages is the same as yours, as all departments of Modern Languages in the United States: the department of

lame ducks—the rehabilitation department. When the department expanded, teachers of chemistry, Latin, stenography, English were called in to lend a hand, and when German was abolished most of the teachers of that language were given French or Spanish programs. You would not like to know any more of that pitiful condition. You hear enough of it, I suppose."

How many of our readers will maintain that this correspondent's statements are representative?

The death was announced last month of Professor Calvin Thomas of the German department of Columbia University, for many years a leading figure in the field of modern languages both as a scholar and a teacher. It is especially by his work in the critical study of Goethe that his name will be remembered among scholars, while his most significant efforts as a teacher were his authorship of a widely used grammar and his leadership in the production of the valuable report of the Committee of Twelve.

Arthur G. Merrill, for a number of years teacher of German at the Francis Parker School of Chicago, died of spinal meningitis last month at the age of 47. Mr. Merrill was one of the most prominent language teachers in the secondary schools of the central west. For a number of years he had conducted with considerable success *Aus Nah und Fern*, a small periodical for use in German classes, and founded recently similar periodicals for French (Le *Nouveau Monde*) and for Spanish (El *Panorama*). Mr. Merrill was a tireless worker. His untimely death will be deplored by many members of the profession.

The French government announces with just pride the reopening of the University of Strasburg under the new régime. We are told that this is now the largest and best equipped of all provincial French universities, and that its library is even larger and finer than that of the Sorbonne, containing more than a million volumes. The French are indebted to the German occupation for the construction of the present spacious university buildings and the assembling of this large number of books. On the register of the new faculty are some names well known on this side: Paul Sabatier, (Protestant Theology); Sylvain Lévy (Sanskrit); Adolphe Terracher (French philology); Koszul (English); Fernand Baldensperger (French Literature); Pfister (History of Alsace).

Professor Vito Volterra of the University of Rome, who is also a senator of Italy and directed the National Research Council of Italy during the war, is on a scientific and friendly mission in the United States. He has been speaking at various universities, among them Texas, Illinois and Chicago. At the last named he

gave a lecture before the Mathematics and Physics Club on "The Propagation of Electricity in a Magnetic Field," and spoke before the Romance Club on "L'intesa intelletuale."

A correspondent writes from New York: "We are trying to organize the French teachers but find them very slow in showing interest in any organized endeavor to improve their interests. I wonder why this is? Professors and teachers in other parts of the country write me of a similar unreadiness of French teachers to work together. . . . I've tried for two years to get something started among teachers of French here. . . Teachers of Spanish seem to display, at least here . . . considerably more *esprit de corps* than do the French teachers." Like our correspondent, we are much puzzled by this general condition, if it is a general condition, and seek light from our readers. We too have found it difficult to get French teachers together for professional meetings, but had been inclined to explain the difficulty as arising, not from the fact that they were teachers of French, but merely much overworked teachers with very little free time for rest, amusement, and instruction. Is this less marked in other branches? It may be also that French studies have been longer established in the schools than Spanish and that the teachers are less conscious of having their way to make.

The Fall meeting of the Boston group of the New England M.L.A. took place at Boston University on November 15 with Miss Mary Stone Bruce presiding and Miss Louise Gambrill as Secretary. Papers were read by Miss Gertrude Myles of Newton High School on "First Steps in French," by Professor Alice H. Bushee of Wellesley on "Helps in the Teaching of Spanish," and one by Professor Louis J. Mercier of Harvard entitled "Wanted: Vitalized Repetitions."

It is announced that the Modern Language Conferences of the N.Y. State M.L.A. which had been discontinued during the war are being resumed for the present year. Section meetings are scheduled as follows: Oct. 25, Syracuse Central High School; Nov. 1, Newburgh Free Academy; Dec. 6, Elmira Free Academy; Feb. 14, Hutchinson-Central H.S., Buffalo; Feb. 28, Utica Free Academy; March 6th, Albany H.S.,; March 13, East H.S., Rochester; March 20, Mount Vernon H.S.; April 17, Freeport H.S.

Three papers were read before the modern language section of the N.E. Ohio T.A. which met at Cleveland on Oct. 25. Professor R. P. Jameson of Oberlin discussed "Club and Extra-Class Activities," advising that the work of a Club include the reading of

some popular book with discussions, the study of some period or author. He gave also a list of games and pointed out the value of such exercises. Professor Baker of Oberlin spoke of the abundant inspiration to be found in the teaching and study of Spanish literature. Dr. de Sauzé, Director of Foreign Languages in the Cleveland schools, discussed the organization of the French work in the junior high school and how it may be correlated with that of the senior high school. He deplored the too frequent mistake of choosing texts that are either over formal and dull or else too juvenile, and maintained that the difficulties of promotion would be largely solved by the use of one well-graded lesson book in both junior and senior high school, and by considering three semesters work in the former as the equivalent of two in the senior high school.

Our correspondent from Arkansas reports that the interest in French and Spanish in the schools of the state is very strong. Some 3,000 teachers belong to the State Teachers' Association which met at Little Rock, Oct. 28–Nov. 1, on which occasion there was a meeting of the Foreign Language section.

The seventh annual meeting of the Association of Modern Language Teachers of the Middle States and Maryland took place on Nov. 29 at the University of Pennsylvania. The general subject was "Attainable Aims in modern language teaching in colleges and in secondary schools." Professors Buffum of Princeton and Isabelle Bronk of Swarthmore spoke for the colleges; Messrs. F. S. Hemry of Tome Institute and L. A. Wilkins, Acting Director of modern languages for New York City, spoke for the schools. The meeting was presided over by the president, L. A. Roux of Newark Academy. Miss Anna Woods Ballard of Columbia is the Secretary-Treasurer of the Association.

President Birge of the University of Wisconsin spoke in behalf of the rôle of the language teacher at the recent meeting of the Wisconsin State Teachers' Association at Milwaukee. Same forty teachers attended the meeting of the modern language section.

The following letter was prepared by one of the associate editors of the Journal for distribution in her region. Both the idea

and the content are so excellent that the managing editor ventures to publish it as the expression of what he would say again and again to our readers. Will Miss Whitney forgive him?

According to the constitution of the Federation of Modern Language Teachers, the board of editors who have conducted the *Modern Language Journal* successfully through this first three years of life have now retired and a new board has been appointed. Professor A. Coleman has been appointed managing editor for the next three years and I have been made one of the associate editors with the special task of getting material for the *Journal* from the Eastern section of the country. We want live articles on all phases of modern language teaching and modern language study, and we want to make more than has been done heretofore of the department of "Notes and News." It should be a medium of exchange of ideas and experience for all teachers in our line and should help to keep us all alert and up to date. Will you not help us in this by sending us yourself or by urging others in your neighborhood or among your friends and colleagues to send us brief items about devices planned or tried out in the class room or in preparation, whether successfully or unsuccessfully, texts which have proved of special value and interest or the reverse, books which have stimulated pupils to outside reading or which you have found of use to yourself as a teacher, etc., etc. Have any of your former pupils reported as having found their work in the languages useful in their war experience, either here or abroad? I shall be most grateful for any items sent or any suggestions made. The East must continue to be well represented in our *Journal.* Matter sent before the tenth of each month will appear in the following issue. We are very anxious to have the secondary schools and especially the High Schools well represented.

Have you any longer article in mind or can you suggest any one who has?

Olin H. Moore, assistant professor of Romance languages at Illinois has accepted an associate professorship in the same department at Northwestern.

Carl A. Krause of Jamaica High School, New York City, has just returned to America from Europe.

B. J. Vos, who was a member of the editorial staff and closely associated with the founding of the Journal, has returned from a mission to Holland to his post at Indiana University.

Alfred G. Nolle, formerly of the German department of the University of Missouri, is now professor of Modern Languages in the Southwest Texas Normal College at San Marces.

Albert L. Guérard has returned to his post at Rice Institute, Houston, Texas, after nearly two years military duty in France. Professor Guérard entered an officer's training camp in 1917 and secured a commission.

Rudolph Altrocchi, who was attached to the American Committee of Public Information in Italy in 1918 and as such had charge of the division of lectures, and who later secured a commission in the intelligence division of the A.E.F. and was stationed for some months at Lyon, has resumed his work in Italian and French at the University of Chicago.

Arthur Hamilton, formerly instructor in Spanish at Wisconsin, who went to France on Red Cross service, returned to America in the summer to take an appointment in the Romance department at Illinois.

The campaigns for funds by various important institutions are being watched with interest by all teachers. Boston Tech. is well on its way to the seven million total it will secure if the school can raise three million itself, as "Mysterious Mr. Smith" will in that case give four of the seven. The list of donors thus far indicates that many non-Tech. men are subcribing generously, thus showing their appreciation of the value of the institution to the country. The Institute has 3,000 students this fall as compared with a previous average attendance of 2,000.

Barry Cerf, associate professor of French at the University of Wisconsin, who secured a captaincy in the Chemical warfare service, was made dean of the Army Educational Detachment at Nancy after the armistice, and returned to Madison only after the cessation of activities overseas.

Stephen H. Bush, professor of Romance Languages at Iowa State, was among the first to respond to the call for men to serve in the Foyers du Soldat. He was assigned to the Moroccan Division and followed the Foreign Legion in the campaigns of the last two years of the war. After the armistice he was prominently associated with the educational work with the American troops, and returned to Iowa City for the present academic year.

J. T. Lister, Northwestern University, Evanston, Ill., goes to the College of Wooster, Ohio, as head of the Spanish Department.

A. C. Gilligan, Assistant Professor of Romance Languages, Miami University, goes to Northwestern University, Evanston, Ill., to a similar position.

Felix Held, who did excellent service on the Ohio Food Commission, for the past year, has been retained as Registrar of the Economics division of the Ohio State University, Columbus, O.

W. F. Luebke, goes from an assistant professorship of German in Iowa State University to a professorship of English at Westminster College, Wilmington, Pa.

The French House at the University of Wisconsin is now well under way in its second season, with its success and usefulness fully assured. Friends of French culture have donated complete furnishings, so that the undertaking should be self-supporting from now on. There are about seventeen girls living in the house, several of whom are natives of France, and in addition meals are served to both men and women students not resident in the house. As far as possible, the entire atmosphere of the house is French, the idea being to give the girls who live in the house something like the advantage which they would have from a visit to France. It is the unanimous opinion of students that the house is a great success. Not only is the conversational practice unexampled, but the house-mates have the further advantage of being brought into close association for several months with other students of like intellectual interests—something which hardly any other type of student organization does. Finally, it is hoped that by having the French girls who come here on scholarships live in the French House, and thus introducing them to our American life with the least possible abruptness, we may contribute a little to the promotion of international understanding, now recognized everywhere as of prime importance. It is to be hoped that similar establishments will be attempted at every school where there is sufficient interest in French to give the venture a fair chance of success.

In the last number of the *Journal*, we announced that Professor Giese of the University of Wisconsin was on leave of absence. On learning of the very acute situation caused by the unprecedented registration in French this year, Professor Giese returned to the university, and is now teaching again.

The following is an extract from a letter just received by the head of the department of German in one of our women's colleges from a former student who had specialized in German during her course and taught it for a few years before the war began. It is interesting as going to prove that no good work is ever wasted and that a person who has learned to do one thing thoroughly well can apply the methods and habits of industry thus acquired in any

other like work when occasion offers. "Being a councillor at a camp is great fun, as I found this summer. I was asked to go to the camp to preside over the French table in partnership with a French-speaking Swiss girl.—Organizing the work in French and giving private lessons in that language were my chief duties. You see, the arrangement: i.e., having the French-speaking girl do the conversation while I did the teaching, was an application of your theory that Americans are very valuable in teaching the structure of a foreign language. Although of course I do not pretend to know a great deal about French I found that I could be of great assistance to girls who were finding it difficult to keep their footing in a constant flow of colloquial French.—Perhaps I should never have had a chance to do work of this kind if I had not acted upon something you once said to me. You remarked that the way to learn French was to read, read, read. Three years ago, as you know, I did not know any French at all. Naturally I became interested in learning something about it when the war came on, so I began to read. I found a phonetic system which helped me in the pronunciation and a series of books by L. C. Syms was good for verbs. But principally I just read. Then I was fortunate in finding here in M. a cultivated French woman who was willing to give me an hour of conversation weekly and who faithfully corrected the many letters I wrote to her. When I began visiting Mme D. I seemed to be just at the point where I wanted to burst into speech so my progress in talking was very fast, and I was soon giving private lessons here in M. My whole experience in French has been very pleasant and I realize how much of it I owe to the thorough training in languages which I received at College."

In the January number of the *Journal* we expect to publish some data on registration in the languages in various institutions. Such information is hard to get, and what we have is crowded out of this issue.

The modern language section of the Nebraska State Teachers' Association met in Omaha, November 6, with Miss Elizabeth Kingsbury of the Wayne State Normal in the chair. Miss Pearl Rockfellow of the Omaha Central High School led a discussion of whether Spanish should be taught in the smaller high schools, and was followed by Professor Warshaw of the University of Nebraska and by Miss Alma Hosic of the Kearney State Normal. It appeared from data submitted by the president, Miss Kingsbury, that French is now being taught in 55 of 213 Nebraska schools reporting. Professor Parmenter of the University of Chicago then presented a paper on the "Teaching of French Phonetics," in which he stated the arguments in favor of the phonetic method and outlined a suitable procedure for the first

few weeks of the course. The following officers were elected for 1920-21: President, Annetta Sprung, Lincoln H. S.; Vice-President, J. Warshaw, University of Nebraska; Secretary, James Brittain, Crofton H. S.

Reviews

Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain. (His Majesty's Stationery Office, 1918). xxiii+258 pp.

The purpose of this report is "to enquire into the position occupied by the study of Modern Languages in the educational system of Great Britain, especially in Secondary Schools and Universities, and to advise what measures are required to promote their study, regard being had to the requirements of a liberal education, including an appreciation of the history, literature, and civilisation of other countries, and to the interests of commerce and public service." The real subject of the report is Modern Studies, which the committee says "signify all those studies (historical, economic, literary, critical, philological, and other) which are directly approached through modern foreign languages. 'Modern Studies' are thus the study of modern peoples in any and every aspect of their national life, of which the languages are an instrument as necessary as hands, and feet, and heart, and head."

There is an introductory chapter on the history of Modern Languages in Great Britain, followed by a chapter on the neglect of their proper study at present. The remedy for this neglect is to convince the public that they are worth while. As propaganda to convince the public of the value of Modern Studies from the commercial as well as from the cultural viewpoint the matter is ably presented, and this chapter merits especial attention by all Modern Language teachers. The relative value of the Modern Languages is determined by four criteria: the significance of the people in the development of modern civilization, the intrinsic value of their literature, their contribution to the valid learning of our times, practical use of their language in commercial and other national intercourse. For great Britain, French is adjudged to be far and away the most important language; German, Italian, Russian, and Spanish, are next in importance, but on account of unsettled conditions at the date of the report no attempt is made to rank these.

A discussion of instruction in Modern Studies makes up the second part of the report. The committee recommends that a child begin his first language at about the age of twelve; if he shows sufficient ability, a second language may be begun after two years. A small percentage of students will be found who have no language

faculty and these should be permitted to drop languages altogether. Emphasis must be placed on an adequate knowledge of one language rather than on a smattering of two or more. The direct method is preferable with properly qualified teachers under suitable conditions. Phonetics properly used are almost indispensable but inaccurate phonetics are worse than none. There is a strong plea for a better adjustment of examinations to modern methods of teaching and that they should receive the careful attention of properly trained men with a "gift" for examining. Oral tests as well as written should be used whenever possible, and not only pronunciation, ability to speak, etc., but also the benefit derived by the student from his study, should be thoroughly tested, at least at the later stages of instruction.

The report considers it "desirable that every teacher of a modern language in a Secondary School should have a University degree, should have spent not less than a year abroad under suitable conditions, and should have undergone definite training for his profession." It also recommends as "most desirable" that there should be a certificate guaranteeing an "adequate training in and mastery of phonetics" and "a thorough knowledge of the written and the spoken language, with a satisfactory standard of pronunciation and enunciation." A "Higher Certificate" is also recommended—to be acquired after about five years of experience in teaching, plus "evidence oral and written, of further progress in the language and its scholarship and in other necessary knowledge." The great majority of teachers should be British, but native teachers are very valuable for the study of pure language.

Even though this report bears primarily on Modern Languages in Great Britain, no modern language teacher in this country can afford to neglect it. The chapters on study abroad, on the organization of instruction in the Secondary Schools and the Universities and their faculties, on general method in language teaching, and examinations, discuss problems of vital interest to the progress of Modern Languages in this country. Aside from this the high ideal so eloquently and persistently set forth ought to be a spur and a stimulant to the most indifferent instructor.

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The Elements of French by OLIN H. MOORE, Ph.D., and JOSEPHINE T. ALLIN, Chicago-New York, Scott, Foresman and Company, 1919. xxxii+392 pp. Price $1.20.

The material get-up, typographical arrangement, binding and paper of this book are most attractive, and the illustrations, dif-

ferent from the hackneyed kind, are remarkably well chosen and pleasing to the eye.[1]

The work contains three main parts, an introduction dealing with the phonetics of the French language, syllabication, accents, punctuation, etc.; 126 Lessons with exercises and reviews;[2] and lastly an appendix containing a more synthetic presentation of the grammatical rules.

Besides these three main parts, ten pages are allotted to reading material, although short poems and prose fragments are also scattered throughout the body of the book. A brief section contains the notes and words of the *Marseillaise*, *la Bonne Aventure*, *Frère Jacques*, and *Fais dodo Colas*. A complete vocabulary with phonetic transcription of each word, an index, and a page of syntactical *tolérances* end the volume.

It has been the authors' aim to meet the needs of practically all types of teachers: the experienced and the inexperienced, those wedded to the grammar-translation method, and those who see salvation only in the exclusive use of the language taught; those who make use of phonetic principles and symbols to teach pronunciation, and those who prefer the old-fashioned imitation method. Difficult as such a feat may appear, the reviewer is bound to admit that the authors have succeeded in their difficult task, and that they have done it well.

The phonetic principles are explained clearly, simply and with sufficient completeness in the introduction. Excellent advice, which will be welcomed by many teachers, is given the learner for practising difficult sounds like *u* and *eu*, *in*, *an*, *on*, and others. But these principles are not relegated to the introduction only; well thought out drill exercises and phonetic readings precede the lessons at least as far as the 27th, and they are intended to fix the principles, to call attention to the mode of production of the sounds, and to furnish continuous practice with the guiding rules in mind. Only two or three sounds are treated in each exercise. In the authors' own words, "the only vowels in Lessons 1 and 2 are front vowels, in Lessons 3 and 4 back vowels are found for the first time. . . . The troublesome French *u* and other rounded front vowels appear in Lessons 10 and 11. The student is referred in each lesson to sections in the phonetic introduction, so that each lesson in grammar may become at the same time a lesson in pronunciation."

[1] The pages on which the map of France and the plan of Paris appear, are wrongly indicated in the table of illustrations.

[2] Why do the authors use the word *Révision* as heading of their review exercises? *Revue* is the term commonly used in this case. *On passe une leçon en revue*, or *On fait la revue d'une lecon*; but *On fait la révision d'un livre, d'un procès* (to correct errors, or to improve).

From the foregoing it might be inferred that the matter of phonetics is obtrusively omnipresent in this grammar, but such is not the case, a very judicious balance between the essential and the unessential being maintained throughout. Teachers who use the phonetic method either wholly or in part, will find the book very helpful, while those who do not care for it, can conveniently omit these drill exercises. It is to be presumed that all teachers make use of the minimum of phonetics, the international alphabet or an adaptation of it, for no good objection can be brought against it, and it does offer obvious advantages. As stated above, a phonetic transcription accompanies each new word, and the whole of Lessons 1 to 11 is phonetically transcribed at the end of the introduction. It may be stated that in few grammars is more care bestowed upon the matter of pronunciation. This is but the logical corollary of the authors' expressed conviction, namely, that "the problem of pronunciation is the most serious one now confronting French teachers," a position which is tenable though not unassailable. Students with the best pronunciation are generally the best in a class, but it is debatable whether they are the best because of their pronunciation, or whether they pronounce well because they are the best.

In the presentation of the grammatical principles, the authors depart somewhat from the common proceeding in elementary books which aim at a measure of completeness. Thus the indefinite article is first given in Lesson 10, together with the cardinal numbers from 1 to 4; the complete present indicative of *avoir* occurs in Lesson 14 as do the numerals from 5 to 10; in Lesson 17 the negative and negative-interrogative forms of *avoir* and the contractions of *de* with the article are explained; the full present of *être* is first given in Lessons 22 and 26, and the contractions of *à* with the article in 27. The partitive use is explained in Lessons 17, 21 and 59 (words of quantity); the first explanation of the imperative is made only in Lesson 87, although imperatives are used as early as Lesson 3, and *je suis, vous êtes, j'ai, vous avez, je ferme, je regarde* etc., are used in conversational drills in the earlier lessons, but without any light on the subject other than a translation in the vocabularies preceding the lessons. In Lesson 38 the numbers from 50 up are given. Very logically, the *passé défini*, the subjunctive and other less important matters are left for the later lessons.

Some might find this piecemeal treatment of the grammatical elements somewhat disconnected and "scrappy." Yet, this concentric method, gradually building up around a simple and easily assimilated nucleus, is considered good pedagogy in other sciences. It tends to fix first—and most important—principles, to establish firm bases on which to erect a more elaborate structure. Its most obvious drawback in the study of a language is that it

compels confining oneself to insignificant and uninteresting subjects until far advanced in the book; that it prevents the bright pupil from applying his knowledge by making up sentences on his own initiative, and from practising conversation outside the class, because he has to wait until he comes to lesson so and so before he can express a complete idea.[3]

This is the most serious criticism I feel tempted to make of this otherwise excellent book. There is an abundance of practice material, but it is rather dry, uninteresting, and devoid of information other than linguistic. The extracts in prose are unduly brief, at least in the early lessons, and, taken out of their setting, often meaningless, while the poems are a little too childish for college classes. Many of them are nursery jingles or folk songs heard only in the mouths of little children. From the linguistic point of view, they are often poor models for beginners since, owing to the rhythm, the pronunciation is often at variance with the principles instilled with such laudable zeal. Would it not be more advantageous to compose interesting little pieces, dialogues, descriptions, narratives, with elements already acquired or new ones to be studied? Is it necessary that elementary language books should be tedious? It seems to me that Professor Giese has shown in both his French and Spanish grammars—the most original things ever done along this line in America—that a language method may be pedagogically sound, yet interesting and informing.

The objection loses of course much of its force where the book is used by the "born teacher" who knows how to hold the attention of his classes even with the most purely technical matters. Neither is it intended to prejudice against a work which sins no more in this respect than the majority of other grammars now in common use, and which, I repeat it, is first rate in most other respects. It is moreover easy to use an elementary reader at an early stage, and in this case the grammatical appendix will be found very useful for quick reference.[4]

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[3] Besides, it leads to actual mistakes. On page 34, the translation exercise contains the sentences: "What will you have?—I'll have some bread etc." Again on page 37: "I'll eat lunch now. I'll take some broth today." Surely the future is in order in those sentences, but the future is as yet unknown, and the student is directed and compelled to use the wrong present. (And by the way, is "broth" the correct translation of *bouillon?*). On page 104: "He lent me some money." The "me" is unknown at this stage. Page 109, second line: "We intended" (imperfect required, and the imperfect has not yet been studied). In the same exercise "sent to him" (this dative is explained only at a later stage).

[4] The book is remarkably free from actual errors or misprints, and only the following have been noticed.

Lesson 28. In the vocabulary the word *dos* should be phonetically transcribed (do); in the same vocabulary *par-dessus* and *pardessus* are trans-

THREE SPANISH TEXTS.

I

Por Tierras Mejicanas. By MANUEL URIBE-TRONCOSO. World Book Co. 1919.

In the 127 pages of Spanish Text the author has given us a brief statement of the geography of Mexico, an interesting outline of Mexican history, and some account of the resources, industries and railways. The text closes with a chapter on the life of the Mexicans and one on some present day problems.

The book is intended as an easy reader and the purpose has been well realized. It is suitable for use in the average second year class or for rapid or supplementary reading in more advanced classes. Being for the most part a plain narrative, its style is simple throughout, so that the author has found it possible to dispense with notes. The vocabulary appears to be complete and adequate.

The absence of exercises in no way detracts from the value of the book. The reasons for omitting them have been well stated in the preface.

The little volume has been well illustrated. The type is large and clear and the proof-reading has evidently been done with great care. Attractive in appearance and without a single dull page, the book will be welcome to both pupils and teachers. What is more it should perform a real service in extending our knowledge of our sorely-tried sister republic and in enabling our young people to appreciate better her difficulties and problems.

cribed (pardsy), whereas elsewhere *je ne suis pas, je ne porte pas* are indicated as having *ne* fully pronounced. In practice however, we would say: *jen' port' pad' pardessus*, with the *e* of pardessus sounded. On page 68, sentence 6 of the Exercice oral should read: *Jouez-vous de la main gauche ou de la main droite? Avec* would mean something quite different. Page 91 (c), the rule should read: Verbs in *-eler* and *-eter* generally double the l or t, because *doubler* and *douter* occur almost at once to contradict the rule as stated. Page 95 (a) *L'unité fait la force*, should be *L'Union* etc. The motto is too well known to take liberties with its wording. Page 110, sentence 17 of the Exercice oral should read *Qu'est-ce qu'elle porte aux pieds*, and not *sur les pieds*. Elsewhere *sur les jambes* is used similarly for *aux jambes*. Page 215, paragraph 202, *J'insiste que vous ouvriez* etc., is wrong; say *J'insiste pour que* etc. Same paragraph (c): pleonastic *ne* is not used with *douter* and *nier* used affirmatively. Page 272, example in (b), paragr. 281: read *je l'ai entendu dire* instead of *entendre dire*. Page 319, first letter: read *je pourrai compter* instead of *je pourrais*. Same page, third letter: *En espérant, Madame, avoir l'honneur de vous revoir, recevez* etc., is a bad construction. Read: *je vous prie de recevoir*. Page 329: The words are not matched to the music in the usual way. Teachers will do well in teaching the Marseillaise to get a different rendering.

II

First Spanish Book. By Frank R. Robert. Revised for American Schools by Alice P. Hubbard. New York. E. P. Dutton and Co. 1919.

This is the fourth edition of the book, especially revised for use in American schools. The first forty-five chapters—152 pages—are devoted to the usual lessons on grammar with appropriate exercises. The reading selection, pages 153–167, seems rather difficult. Then follow some ten pages of fables. There is a commercial excrescence of about fifteen pages which hardly belongs in a book intended for beginners, then a good section on verbs. The book closes with a vocabulary. This is a concise, usable book. The text is simple, the number of new words in each lesson in general small. Attention is called to significant points in grammar but long explanations are lacking. Various exercises according to the direct method are given, brief and simple. The author wisely omits sentences for translation into Spanish.

In the last lessons an attempt is made to give some idea of Spanish conditions and customs. More such chapters as XLII to XLV would have been welcome, but the vocabulary has wisely been limited to a rather small number of good practical words. Each new word on its first appearance is printed in black-type, an expedient which however unaesthetic in effect, is of undoubted value to the beginner. An attractive feature of the book is its wise handling of the verb. The present tense holds the field until Chapter XXXI, where we first meet with the perfect and the future. In Chapter XXXIV, the imperfect is taken up, in Chapter XXXV the preterite, in XXXVI the conditional. The present imperative is used from the outset, but the subjunctive appears only in the reading selections at the end of the volume. Such wise restraint is all too rare.

To the teacher who now and then gets tired of the typical text-book with its encyclopedic and bewildering mass of exercises, this little volume will be most welcome. Simple as it is, the interest is remarkably well sustained. It is not a book for the unfortunate teacher who can keep only two or three lessons ahead of the class, but will give good results in the hands of an experienced, well-prepared teacher. It would seem that the author must have had something of this sort in mind for he has omitted any discussion of Spanish pronunciation.

III

Second Spanish Book. By Worman and Bransby.—1918. American Book Co.

This book is so well known to teachers of Spanish that no extended review of it is needed here. The present edition has

been provided with a vocabulary and appears in a new and stronger binding. Text and illustrations are unchanged. The latter are often, perhaps unintentionally, humorous—e.g., those on pages 8, 32, 52, and on this basis alone their retention is justified.

The book is of course intended to follow the *First Spanish Book*, by Worman and Monsanto, published by the same firm. Many teachers, however, who use the "First Book" do not care for the "Second." The books are constructed along the same lines but the second volume seems to be difficult and uninteresting —to lack the spontaneity of the first. When reading material so much more interesting and appropriate is available, a mere drill-book like the volume under discussion is hardly to be recommended for general use.

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The Modern Language Journal

VOLUME IV JANUARY, 1920 No. 4

THE UTILITY OF TEACHING-DEVICES

Continued from December

By J. WARSHAW.

COMBINED AIMS-AND-AUDITING CHART

(To save space, the squares for the days of the week and the space for "Remarks and Conclusions" are here omitted. They would naturally come to the right of the last item given under the headings.)

Purpose	*No.*	*Device*	*Aim of exercise*
*Reënforcement of grammatical principles.**	1.	Place the proper articles before 10 given nouns.	*Articles*
	2.	Substitute the indefinite articles for the definite articles in a given passage: and vice-versa.	
	3.	Give 10 examples of words beginning with stressed *a* or *ha*, and require proper articles in sing. and plu., and with and without preceding adjective.	
	4.	Give the plu. of each noun in one of the short vocabularies of the grammar.	*Nouns*
	5.	Change sing. nouns to plu. and plu. nouns to sing. in a given passage.	

*These devices relate to Spanish.

Purpose	*No.*	*Device*	*Aim of exercise*
	6.	Teacher writes a list of incomplete nouns, with their meanings: class adds proper terminations.	
	7.	Write list of 5 or 10 nouns of irregular gender and have class indicate the gender.	
	8.	Have class change sing. nouns in *-z* to plu., and give sing. for plu. nouns in *-ces*.	
	9.	Teacher gives a list of 10 words ending in *-es*, *-is*, and *-as*, and asks for the plural or singular.	
	10.	Give a list of 10 adjectives ending in a consonant and request the formation of the feminine.	*Adjectives*
	11.	Give 6 adjectives ending in *-án*, *-ón*, *-or*, and ask for the feminine.	
	12.	Choose an adjective which has been giving trouble. Write 10 sentences in which the adjective should be used, but employ a dash in place of the adjective. Have the class supply the correct form of the adjective.	
	13.	Write 10 sentences in Spanish with the necessary adjectives in English. Have the class substitute the proper Spanish adjectives.	
	14.	Give 10 adjectives to which various augmentative and diminutive endings may be appended. Have the class supply the endings. The teacher should give the English meanings of the desired Spanish forms.	
	15.	Write 10 phrases with apocopated adjectives incorrectly used. Have the class correct.	

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	16.	Give series of 5 geographical adjectives in each series, with omitted endings. Have the class try to supply the endings.	
	17.	Ask for a complete list of the conjunctive and disjunctive pronouns and then give random English meanings for which the proper Spanish forms are to be given rapidly.	*Pronouns*
	18.	Use of the personal pronouns with specific prepositions such as *con, para, detrâs de, sin.*	
	19.	Substitution of possessive pronouns for possessive adjectives in 10 sentences.	
	20.	Replacing of a noun phrase with a pronoun in 10 sentences: e.g., *Yo hablarê con su tío* (*con él*).	
	21.	Teacher gives 10 sentences in Spanish in which the pronoun and the verb are in English. Students are to substitute the Spanish forms.	
	22.	Teacher gives a list of a dozen pronouns of all sorts and asks students to accent where necessary.	
	23.	Teacher gives list of 10 adjectives and asks class to form adverbs from them.	*Adverbs*
	24.	Teacher gives 10 sentences having dashes and requires students to supply *aquí, allí, ahí, acá,* and *allá* according to the context.	
	25.	Replace dashes by subjunctive or indicative in 10 short sentences of this type: *Yo me alegro de que él—hoy: Yo te digo*	*Subjunctive*

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		que no lo—. The infinitive of the verbs needed (*llegar, creer*) should be given.	
	26.	A series of 10 sentences in which the proper endings are to be added to incomplete verbs so as to show sequence of tenses.	
	27.	Teacher asks students to bring in as many different diagrams of the sequence of tenses as possible and has some of them put on the board.	
	28.	Ten affirmative sentences to be made negative.	*Negatives*
	29.	Ten interrogative sentences to be made negative.	
	30.	Five affirmative sentences to be made interrogative and five to be made both negative and interrogative.	*Interrogative form*
	31.	Students are asked to prepare diagrams of all grammatical points susceptible of being diagrammed, such as orthographic changes, position of adjectives, position of object pronouns, uses of *ser* and *estar*, etc. Each is assigned a topic and his diagram is put on the board.	*Diagrams*
	32.	Memorizing of 15 High Points of Grammar. (NOTE: A suggested list of these High Points is given further on.)	*High Points*
	33.	The use of the Ebbinghaus or omitted word and phrase method in all possible connec-	*Ebbinghaus method*

Purpose	*No.*	*Device*	*Aim of exercise*
		tions to test grammatical reactions.	
	34.	Teacher writes 20 words, some divided correctly and some incorrectly. Pupils revise and explain.	*Punctuation, accentuation, and syllabification*
	35.	Twenty words to be properly accented, with emphasis on *esdrújula* words.	
	36.	Class looks over a page of Spanish and comments on significant examples of punctuation, syllabification, and accentuation.	
Increase and recognition of words	37.	From time to time, teacher gives lists of 10 or 20 related words, such as months, colors, days, directions, trees, birds, animals, minerals, geographical terms, trades. Pupils recite one or more of these lists whenever called on.	*Words by association*
	38.	Students are asked to select from some lesson a dozen words having the same derivation as certain English words.	
	39.	Students give short lists of English words related in form and meaning to Spanish words: e.g., study, *estudio*; verdant, verdure, *verde*.	
	40.	Students give 10 sets of words of contrasted meanings (antonyms): e.g., *pobre, rico*; *pequeño, grande*.	
	41.	Students give 10 sets of synonyms.	
	42.	Teacher gives type-word and student uses this as basis for other associated words: e.g., *zapato, zapatilla, zapatón, zapatero, zapatería*. This device is	

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		especially valuable in associating the thing with the craftsman or vender and the place of selling or manufacturing or the name of the trade.	
	43.	Students prepare a classified list of all *new* words in the lesson or in several lessons, grouping together masculine nouns, feminine nouns, adjectives, pronouns, verbs of the first, second, or third conjugation, etc.	
	44.	Review of the short vocabularies in the grammar or of important new words in one or more pages of the reader.	*Rapid drill in vocabulary*
	45.	Vocabulary-match, conducted like spelling match, with captains, sides, and scorers.	
	46.	Teacher uses with rapidity "flash-cards" having a Spanish word at one end and an English word at the other end.	
	47.	Teacher hands out pictures or postcards and asks students to be prepared at the next lesson to name in Spanish every object and every action.	*Addition to vocabulary with the aid of concrete objects*
	48.	Students are requested to keep scrapbooks of pictures clipped from newspapers and magazines and to hand them in periodically with every object and action tagged in Spanish. An exhibition of these scrapbooks may be held, thus inculcating neatness.	
	49.	Models of mechanical toys, such as trains, automobiles, and the like are kept in a central place and students are assigned the	

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		labelling of parts. The verb corresponding to each active part of the mechanism may be required along with the noun. After the models have been tagged, students will make an extended description of each, both in writing and orally.	
	50.	Give a list of 10 infinitives of different conjugations and have students underline the stems.	*Infinitives*
	51.	Have students look up a dozen infinitives in the vocabulary, give their meanings, and use them in sentences.	
	52.	Ask for 5 infinitives made from nouns and 5 nouns made from infinitives: e.g., *telégrafo*, *telegrafiar*; *descubrir*, *descubrimiento*.	
	53.	Assign 5 infinitives and have class form the future and the past future (conditional) from them.	
	54.	Have students change present to past tense, etc., in a given paragraph of reading.	*Rapid handling of tenses*
	55.	Write such tenses as the present subjunctive, etc., on the board, omitting the significant vowel, and have students supply the vowel: e.g., *que tú com-s; que yo hub-se.*	
	56.	Write a short list of sentences with the verb in the infinitive. Ask students to change the infinitive to the proper tense, according to the context.	
	57.	Choose a passage in reading and have students read, changing, as they go along, the singular	*Drill in endings*

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		verbs to plural or the plural to singular, at the same time making other necessary changes.	
	58.	Write the *endings* of verbs on the board and have students fit assigned verbs to them and give the meaning: e.g., *-ieron:* "Apply it to *haber.*" "*Hubieron,* they had."	
	59.	Give both orally and in writing lists of varied verb-forms: have students identify each form and translate.	*Identification of verb-forms*
	60.	Conjugate entire phrases, making any changes necessary to the sense: e. g., *Yo saldré mañana con mi hermano.*	*Conjugation*
	61.	Assign two or three verbs to students and have them conjugate the various tenses successively: that is, when one has finished the present tense of his verb, the other takes up his present tense, etc. It is best to choose verbs of different conjugations. Pronunciation, repetition, competition, and saturation for the rest of the class are important by-products of this device.	
	62.	Synopses of verbs.	
	63.	Conduct a verb-match on the same principles as a spelling-match.	
Emphasizing thought-content.	64.	Teacher reads random passages of review translation: students translate rapidly.	*Translation*

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	65.	Translation at sight.	
	66.	One pupil reads Spanish while another, with book closed, translates.	
	67.	Students look over a selection in verse and write in Spanish prose what the selection contains.	
	68.	Teacher writes passage on board with incomplete sentences or words: students complete and translate.	
	69.	The lesson in composition is written on the board. Selected students go to the board and make corrections, also jotting down the number of errors. The teacher then comments on the original and on the corrections.	*Composition*
	70.	The teacher reads random passages of review composition. The class translates orally.	
	71.	The teacher asks for the translation into Spanish of ten very short sentences, each illustrating the same grammatical principle.	
	72.	Students look over a page at *sight* and then, closing books, write the salient points in English or in Spanish. A time-limit is set for the inspection of the page.	*Grasping thought in word or sentence groups*
	73.	The teacher dictates a list of unconnected words which can be formed into an intelligible sentence. The students compose the sentence: e. g., *edad meses después cuarentisiete pocos la de a años murió* (*Murió pocos*	

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		meses después a la edad de cuarentisiete años). The desired sentences should, of course, be quite simple.	
	74.	Teacher reads a very short passage in Spanish. The students try to repeat it accurately. They then summarize it in English.	
	75.	One student writes a question in Spanish and passes it to his neighbor. The latter rapidly writes the answer. A time-limit is set. The teacher collects the papers and reads some of them. (The whole class may be occupied in this at the same time).	
Practice in oral or conversational work.	76.	The use of *cuestionarios* based on known material, such as the reading for the day.	*Development by means of leading questions*
	77.	Students form commands based on subject-matter read or made up by the teacher.	
	78.	Students form questions appropriate to *answers* or affirmations made by the teacher, thus getting practice in the use of questions.	
	79.	Teacher gives a key-word or phrase dealing with known material, and the students form sentences, using it correctly: thus, *el tonto*, or *jirafa*, referring to the stories in Roessler and Remy's reader.	
	80.	Students look over a map and give a short, connected description.	*Original and extended oral or conversational development*
	81.	Students write a description of their class-room, house, etc.	

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	82.	Students tell a story or describe connectedly while looking at pictures or postcards.	
	83.	Students develop in detail the content of a Spanish sentence, expanding the sentence into a paragraph or more.	
	84.	Students give orally, or write on the board, a summary in Spanish of the lesson.	
	85.	Teacher reads anecdote or story in Spanish. Students re-tell it in Spanish.	
	86.	Conversation between students on known subject-matter.	
	87.	Students tell a well-known story or fairy-tale such as that of *Cenicienta* or *Romeo y Julieta*, each student giving a fact or two in satisfactory sentences and carrying the story forward. The teacher may write the unknown words on the board before the story is begun.	
	88.	Teacher gives a list of the principal words of a story. The students tell the story in connected form.	
	89.	A story, partly in words and partly in pictures, like examples in the *Gente Menuda* section of *Blanco y Negro*, is worked out and then related coherently by the students.	
	90.	Teacher assigns a topic and students orally develop a series-unit.	
	91.	Students tell what they see from the window.	
Fine points in oral mechanics.	92.	Assignment of a short poem to be memorized as a standard of pronunciation and an aid to pronunciation.	*Discrimination in pronunciation, spelling, voice-*

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	93.	The parts which occur on a page or two of a play are assigned to students, and they commit them to memory for dramatization at the next lesson.	*inflection, and spirited reading*
	94.	A short play is assigned for dramatization and after a month or two is presented in *class*, at an opportune moment when the learning of detail has become so congested that a respite will be a most helpful relief. Students without parts may be asked to serve as prompters and critics.	
	95.	Ordinary dictation.	
	96.	Teacher gives dictation rapidly; class takes it down in abbreviated longhand and then reads it in full.	
	97.	Teacher dictates passage with many incorrect forms. Class corrects.	
	98.	Teacher dictates and asks those who know English shorthand to take the dictation in shorthand. The shorthand pupils then put the dictation on the board simultaneously with some who have used longhand. (Surprisingly good results may be obtained, precisely because shorthand and Spanish are largely phonetic. This is an excellent stimulus for students interested in Spanish commercial work.)	
	99.	Students spell in Spanish words pronounced by the teacher.	
	100.	Teacher spells in Spanish and students tell the words.	

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	101.	Regulation spelling-match, with captains, sides, and scorers.	
	102.	If a phonograph is available, the teacher uses the records, picks out phrases having a distinctly Spanish intonation, and drills several students at a time in imitating that particular intonation. If this is done often enough, something like Spanish intonation may be attained. (Teachers who may be interested in making Spanish sound like real Spanish would do a great service to the profession by experimenting and publishing the results. It may be that the number of type-phrases is limited and can be tabulated, and that foreign inflection can be taught either through some form of musical notation or through series of type-phrases arranged for the phonograph.)	*Voice and sentence inflection*
	103.	The teacher reads a passage that has life and calls on students to imitate exactly the swing which he gives to phrases and to sentences.	
Idiomatic turns of expression	104.	The teacher gives proverbs or idioms in English or Spanish and asks for genuine equivalents (not a literal translation).	*Idioms and proverbs*
	105.	Students give short lists of idioms, preferably of those associated with some key-word, such as a verb.	
	106.	Teacher recites part of a proverb and class supplies the rest.	

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	107.	Groups of students are asked, in rotation, to watch for idioms and to report at a certain time on those encountered during the week.	
Manipulation of numbers and arithmetical processes.	108.	Teacher dictates numbers in Spanish. Class jots down the figures and then recites them in Spanish.	*Rapid use of numbers*
	109.	Teacher writes figures on the board. Students write out the numbers in Spanish and read them.	
	110.	Rapid reading of hours, decimals, fractions, and rapid writing down of such items dictated by the teacher.	
	111.	Rapid drill in simple arithmetical operations. Teacher will do well to carry an elementary arithmetic in Spanish to class regularly. Numbers and verbs are the omnipresent factors in any language and should be practiced incessantly if the language is to be learned as a live thing.	
Informational material.	112.	Teacher reads short clippings from newspapers, magazines, reports of the Bureau of Foreign Commerce, etc., and has the class turn the passages into Spanish.	*Spain and Hispanic America*
	112.	Teacher presents each day in English or in Spanish one notable fact about the Hispanic countries.	
	114.	Teacher provides bulletin-board for the class. Each day, some	

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		student is asked to post a useful notice connected with the Hispanic countries. The class is later asked to tell what the members saw on the bulletin board.	

Comments:

1. These devices may be placed on filing-cards, each device occupying a separate card. The purpose of the device should be clearly indicated at the top of the card. Teachers could then select them in such groups as suited their needs.

2. These devices are appropriate for use throughout the year and are not meant to be employed merely for the lessons to which they correspond.

3. These devices are, of course, applicable to any language.

4. Some teachers may feel that devices involving *incorrect* usage are harmful. Undoubtedly they may prove so in beginning classes, but they have their legitimate place in advanced work and even in certain portions of elementary work.

Chart of Devices by Years

No attempt is here made to provide such a chart, but it is suggested that teachers observe which are plainly elementary devices and which are adapted chiefly to second, third, and fourth year classes. If the devices are written on filing-cards, the year can easily be indicated. If they are diagrammed on paper, the devices for each year may be grouped together.

List of High Points of Spanish Grammar

(These are points which generally offer the most difficulty and require constant drill. No two teachers are likely to agree on the choice of points, and these are merely presented to stimulate thought).

1. Personal pronouns as objects of verbs.
2. Personal pronouns as objects of prepositions.
3. Change of subject commonly requires a finite tense then subjunctive, and not the infinitive, as in English.

4. Use of *se* for *le, les.*
5. Position of adjectives of color, direction, and nationality.
6. How to say *than.*
7. Use of the personal *a.*
8. Formula for ordinary conditional sentences.
9. Use of *ser* with a predicate noun.
10. *El de* and *el que* in place of *aquél de, aquél que.*
11. *Pero, mas,* and *sino.*
12. Apocopation.
13. Substitutes for the passive.
14. Sequence of tenses.
15. Uses of *ser* and *estar.*

In conclusion, it may be said that this treatment of devices is by no means exhaustive, either in the devices themselves or in their arrangement. It is to be hoped that others will develop some of the suggestions offered. Above all, let us not be afraid of teaching-devices. They are our tools.

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ON TEACHING THE SUBJUNCTIVE MOOD IN FRENCH

By Albert Mann Jr.,

THE subjunctive mood presents a difficult problem of language instruction. To students taking intermediate college French, or third year school French, the subjunctive is, as a rule, a maze into which they have not ventured to penetrate far, or in which they have lost their way. An appreciative understanding of the subjunctive is a rare exception.

The subject is approached in different ways according to the general method of language teaching employed. In some classes the pupil is expected to gain familiarity with the subjunctive by observing its use in the French text and attempting to account for each case as it comes up; or he may be required to learn a good number of sentences involving the subjunctive and thus become familiar with its use. My experience has been that students so trained are usually among those who have lost their way. By the first method, the pupil does not get a clear idea of the material with which he is working, because it is presented in such fragmentary form. By the second method, he uses too much imitation and too little reasoning to master a difficult subject which demands intelligent comprehension. However, either or both of these methods, if modified as I shall indicate further on, might give excellent results.

On the other hand, classes which study the subject solely by means of grammar rules fall easily into evil ways, often through the fault of their instructors. A student trained by this method can often state a rule correctly without being able to apply it with any degree of accuracy in writing or speaking. The emphasis is placed more on memorizing the rule than on understanding the case which the rule covers. In two grammars quite widely used in school classes a list of cases requiring the subjunctive is set down, with no attempt to explain or analyze them. The pupil must swallow the mass and then see if it will somehow digest. Other popular grammars which I have examined are better or

worse in this respect, but few indeed give any consideration to the subject from the point of view which I am going to suggest.

After all, successful teaching of the subjunctive mood depends more on the instructor than on the general method or the book. I firmly believe in teaching the rules of the French language as far as possible by determining and indicating to the class the reasons back of the rules. At first, the teacher must do practically all of this; later, the pupils themselves will apply much more reason and much less sheer memory to their work, and a great advantage will be gained, not only for the subject matter of one class, but for the whole course of education. If this principle is carried out, even the teacher may be surprised to discover how few rules there are which cannot be explained on some reasonable basis.

In presenting the subjunctive to an intermediate class I generally have to correct a fatal error in the minds of the pupils, namely, that certain words, or groups of words, can produce a subjunctive form in a following verb. Why an expression of wishing or a conjunction of condition should possess this magic power the pupil does not know, and the whole force of the subjunctive is, therefore, lost to him. The cause of this error can be easily found in many of the drill books and grammars. One book introduces a very inadequate treatment of the subject with this remark: "The subjunctive mood is used in French usually *because of some word or expression* that precedes." When several grammars state explicitly that the subjunctive is required after an impersonal verb, is it any wonder that the ideas of the pupils are confused? If we apply the rule as stated, it means that "Il est possible que . . .," "Il est probable que . . .," and "Il est certain que . . " all require a subjunctive. But that is nonsense.

It is convenient and desirable to classify the uses of the subjunctive, as is done in most grammars, according to the nature of the expression which precedes. It is perfectly reasonable that the pupil should be shown that the subjunctive forms rarely appear except after certain kinds of expressions. It must be made unmistakably plain, however, that these expressions are never the origin but merely the indication of the following subjunctive form.

Before making a study of any specific uses of the subjunctive, I should get the class to see that subjunctive and indicative depend

on the direction of thought or the mental attitude of the speaker. That is the fundamental idea which most pupils seem to miss completely. I have found only one book in common use in which that idea is brought out clearly at the start, and even in that book the matter is dismissed with far too little emphasis. In several other books a remark or two on the general distinction between subjunctive and indicative can be found, but stated in such general terms or printed so inconspicuously that the pupil cannot be expected to know that therein lies the key to the subject.

An English sentence may sometimes be rendered in French with either a subjunctive or an indicative form of the verb, according to the sense. Shades of meaning and variations in attitude or point of view, expressed in French by indicative and subjunctive, are often obscure or entirely lost in English, and are, therefore, very difficult for American pupils to grasp:

J'espère qu'il *viendra*
Je crains qu'il ne *vienne*

Il est probable qu'il *partira*
Est-il probable qu'il *parte?*

Je ne crois pas qu'il *soit* ici
Il ne croit pas que je *suis* ici

C'est le seul ami que j'*aie*
C'est la seule chose qu'il *a dite*

Such cases as these are bewildering if found in a text or studied as dogmatically stated rules and exceptions to rules. It is only as the pupil considers the different attitudes on the part of the speaker that he begins to see light.

What are, then, the principal ideas, attitudes, and feelings which a Frenchman communicates by means of the subjunctive mood? They may be classed in four groups:

I Doubt
II Will
III Favorable or Unfavorable Judgment
IV Emotion

A somewhat similar grouping is given in several grammars, but it is made to apply only to substantive clauses. I do not claim

that all possible uses of the subjunctive can be accounted for in this classification, but I think that nearly all the cases are covered.

Doubt, in one form or another, explains the largest number of rules of the subjunctive. There are expressions which definitely state a doubt, such as, "Je doute qu'il vienne," "Je ne suis pas sûr que ce soit vrai." Again, doubt or uncertainty, though not explicitly stated, is sufficiently prominent in the mind of the speaker to cause the use of a subjunctive form. If we say, "Il est probable qu'il partira," we indicate, both by the words, "Il est probable," and still more forcibly by the future, "partira," that we personally expect him to go. But we must regard very differently the probability of his going if we say, "Est-il probable qu'il parte?" or, "Il est possible qu'il parte."

It must be remembered that the actual facts in a case referred to have nothing to do with the choice of the verb form; only the thought of the person speaking can determine that. If I say, "Je ne crois pas qu'il *soit* ici," it makes no difference whether he is actually here or not; the point is that I am not sure of it. The force of the indicative is then evident in, "Il ne croit pas que je *suis* ici," for I, the speaker, know perfectly well that I am here.

If I turn the sentence, "Je crois que c'*est* lui," so as to make it negative (Je ne crois pas que ce *soit* lui), or interrogative (Croyez-vous que ce *soit* lui?), I am evidently in doubt about the matter; but if I make the sentence negative and interrogative (Ne croyez-vous pas que c'*est* lui?), I have a definite opinion, I expect an affirmative answer, and I show my attitude by using an indicative form. If the pupil's attention is fixed on mere words, it is hard for him to see why, if a negative or an interrogative in these sentences produces a subjunctive form, a negative-interrogative should not do the same.

Again, if the pupil thinks of the subjunctive as produced by "some word or expression that precedes," the distinction between "Il semble que . . .," and "Il me semble que" may seem to him a matter of splitting hairs, but if he considers only the point of view of the speaker, he can readily see that these two similar expressions indicate, respectively, two very different attitudes. In the first, the speaker is giving something like hearsay evidence, about which he is not at all sure; in the second, he is stating his personal opinion very much as though he said, "Je crois que. . . ."

The force of analogy must be taken into account in almost any study of language, and apparently it has had some influence on the subjunctive mood. The concessive tone of the expression, "Qui que vous *soyez*," implies an attitude which might be expressed by, "I don't know exactly who you are." The same concessive tone is in certain conjunctions, such as "quoique," "bien que," etc., which introduce a subjunctive form in an adverbial clause. The element of doubt is still evident, perhaps, in "Bien qu'il *soit* parti," but in some expressions of this sort the subjunctive of doubt is not so evident unless we trace it from the more obvious cases. Similarly, in the use of the subjunctive with conjunctions of time, such as "avant que," "jusqu'à ce que," etc., the obvious cases are those in which the action expressed by the subjunctive verb is still in the future and, therefore, indefinite and uncertain.

Teachers of English language often advise their pupils to use with great caution the superlative and expressions of superlative force, and there is very good reason for this advice. If we say, "This is the most beautiful scene I ever saw," "He is the best friend I have," "That is the only thing I can tell you," etc., we know that we are often making statements which are not literally true. In French the subjunctive indicates, with a nicety impossible in English, an instinctive and probably unconscious hesitation in using expressions of superlative force. If the pupil once gets this idea, he will understand even such odd uses of the subjunctive as, "Je ne *sache* rien de plus beau."

One case involving an element of doubt, in which young pupils find great difficulty, is described as follows in one of the best reference grammars: "when purpose regarding the antecedent, or unattained result is implied." I have yet to meet an intermediate class that could form any clear idea from that statement. But if we emphasize the indefiniteness of "way" in the sentence, "Show me the way which leads to knowledge," contrasting it with the definiteness of "road" in, "Show me the road which leads to the town," the force of the subjunctive becomes apparent, and the pupil can make an intelligent selection of the verb form when a similar case comes up.

If, now, we steadily increase the element of doubt and carry it to its logical conclusion, we arrive finally at the point of denial and negation. Here several other uses of the subjunctive are

accounted for. If the pupil thinks of denial as the extreme form of doubt, he will find a reason for the distinction between, "J'affirme qu'il *est* riche," and "Je nie qu'il *soit* riche." Furthermore, he can see some connection between the subjunctive in an adjectival clause in such a sentence as, "Il n'a pas de raison qui *vaille*," and the subjunctive in an adverbial clause after conjunctions of negative force, such as "non que," "sans que," etc. He may even discover similarity between "Il n'a pas de raison qui vaille" and the expressions of superlative force.

In the second group, some form of wish causes the subjunctive to appear. "Il désire que . . .," "Il préfère que . . .," etc., are obvious cases. "Éviter" and "prendre garde" merely reflect a wish from a different angle. If the same principle is applied here that I indicated for the expressions of doubt, we come, by a perfectly logical step, to commanding, forbidding, etc. When the pupil recognizes the mental attitude back of "J'ordonne qu'il parte," he will easily understand why the subjunctive is used as a third person imperative, "Qu'il parte," though the English version of these sentences would show little connection between the two. It is easier for the pupil to understand that "Ainsi *soit*-il," or "*Vive* le roi" reflects a wish in the mind of the speaker but not expressed, than to learn that case as a separate rule, or to regard the subjunctive form as produced by a *verb* of wishing which is absent.

It will not be necessary for me to discuss in detail groups III and IV, especially as they are much simpler than the cases with which I have been dealing. I will merely point out that, in group III, "Il est bien," "Il est important," "Il est essentiel," "Il est nécessaire" ("Il faut"), represent stages of favorable judgment. The frequently used expressions of necessity should not, therefore, be set down as an isolated class, as is done in several grammars.

Because of the difficulty of the subject as it is commonly presented, a comprehensive view of the subjunctive field is withheld until the pupil has reached an advanced part of the course. This is unfortunate and unnecessary. The four motivating forces of the subjunctive—doubt, will, favorable or unfavorable judgment, emotion—can be introduced much earlier, and, when these have been explained and illustrated, all individual cases, as they are added, will fit into the regular scheme. Some good, lively exer-

cises will then quickly develop intelligent and accurate use of the fascinating but elusive subjunctive mood. It may be hardly necessary to add that the general method of approach which I have tried to indicate here for the subjunctive will clear the way through many another bit of difficult terrain in French grammar.

Wesleyan University,
Middletown, Conn.

GRAMMAR IN FIRST YEAR SPANISH[1]

By CARL O. SUNDSTROM

THE present trend of secondary education appears to be toward a simplification of courses and a general lightening of the burden borne by the student. We are trying to make it so easy for the learner that he has but to lie on his back and catch the fruit from the tree of knowledge as it falls. On the other hand, we are multiplying courses in our programs and new things are added from time to time, military training being the latest to take its portion of the pupil's study time. In our teaching of modern language these things have done much to lower the standard of work, but it is the opinion of some that the "direct method" fetich has been a potent factor as well. This does not refer to the work of those genuinely successful teachers who by rational and pedagogical plans have combined the teaching of grammar, reading, and conversation so as to produce a well-developed and well rounded knowledge of the foreign speech, but to those false prophets, who use the phrase "direct method" as an advertising slogan, and in truth practice a method as indirect as it is irrational. The true originators of the phrase would not be proud of some of its sponsors. The latter are sometimes the least justified of all in attempting anything so difficult. No doubt the personality and individual bent of the teacher has much to do with the success of any method, but one in which the basic facts are to be absorbed, as it were, without effort on the part of the student, is certainly that which taxes most the teacher's ability.

The tendency to neglect formal grammar study is evident in the instruction in our own language. A professor at our own Normal College has said that grammar is applied psychology, the conclusion being that a course in mental science should precede it. Many other theorists, taking their cue from advocates of "direct method" in foreign language teaching, have done away with the learning of rules and paradigms, and substituted a course in

[1] Paper read at the Annual Meeting of the Association of Modern Language Teachers of the Central West and South, Chicago, May 10, 1919.

oral and written composition. The teaching of English in the elementary schools has been influenced to such an extent that our pupils often come to the high school totally unacquainted with grammatical terminology, and having scarcely any conception of sentence structure, case relation, and conjugation. The High School pupil who expresses his thoughts in florid verbiage but violates simple grammatical rules is common. He is the result of "language lessons" in the grades.

But it is also unfortunately true that a great many teachers of foreign language are conducting classes without due regard to the foundation they are laying and the structure they are erecting, being satisfied to substitute a smattering of conversation learned by parrotlike repetition, for real knowledge. It appears that some teachers in reputable schools are trying to adopt the methods and practices of certain highly-advertised concerns that promise command of the language by some short-cut method or other, eliminating all difficulties. The ability to say¿ "Cómo está Ud?" "¿Habla Ud español?" "El profesor escribe en la pizarra" and other favorite phrases of these compendious methods will avail but little when the actual test comes. The real ability to construct sentences, whether oral or written, and to understand the language as spoken or read, cannot come from a method based entirely upon memory work. The mind of an adolescent as well as of an adult is rational and demands a reasonable exposition of processes, causes and effects. An old fashioned grammar and translation method will accomplish more than this committing of phrases, though both are to be condemned.

I cannot help quoting from an old grammar of Juan de Luna, published in London in 1623, brought to light by Prof. E. C. Hills, our chairman, "Sin duda, saldrás del error en que muchos están creyendo ser mejor aprender una lengua sin reglas, lo cual es contra toda razón, porque las reglas, fuera de que facilitan el camino, hacen que no se olvide tan presto lo que una vez se ha aprendido y que después de olvidado, por medio de ellas por si mismo pueda cada uno reparar la falta. Esta opinion erronea de que es mejor aprender una lengua sin arte, la fomentan muchos maestros de ella, que no sobiendo ellos ni entendiendo los reglas, dicen ser mejor aprender por un discurso familiar." It is evident

that even three hundred years ago this question was thrashed over and definite conclusions drawn in favor of grammar from the start.

Of course, language can be learned by ear just as music can, but who would advocate such methods for the musician? He studies the laws of harmony and notation, and theory occupies a part of his time from the very start. Even the baseball player who does not study the theory of the game is not likely to succeed. Why should we be willing to neglect the foundation work of the language, and the firm superstructure upon which the learner must fashion the complete mastery of the language?

Having established the necessity of teaching formal grammar, it is necessary then to consider secondly, what to teach, and thirdly, how to teach it.

In a recent article in "Hispania" or the subject "Grammar, how much and how, in elementary year of High School," a writer compares the old grammar method with the out-of-date wooden frame of buildings, with its bulky beams, multitudinous braces and supports, while the desired grammatical framework was to be likened to the modern steel structure, slender, hidden, but immensely powerful. The author of the article in question speaks of forming grammatical habits, and implies that it is possible even in the elementary year of high school to accomplish this aim. Would that it were true. But habits require time. Even those who are studying the language in their third and fourth year, will be found making the errors they made when they began, and avoiding them only by a conscious effort. It is well to limit the grammar to be studied to an amount possible to be covered in a year's time, but it is unfortunate that it must be done. The most ambitious teacher will not claim that his students have mastered the elements of grammar in a scholastic year. He will only have made them clear to the class, and they will have learned to recognize them, so as to apply them consciously to their composition, oral and written.

Instead of looking upon the first year's work as the erection of framework or laying a foundation, perhaps we might consider it rather in the light of a systematic survey, an introduction, as it were, to the material to be used in building the superstructure. The man who is about to build a skyscraper spends years of study in preparing for the task. He studies the nature and qualities of

each of his materials, the scientific laws that govern the construction, the relationship of one part to another. He does not begin his building until after a period of observing and learning. The completed structure is before him in his mental vision before he attempts to construct it in fact. So it seems it would be well if the first year could present a maximum of the grammatical structure of Spanish, whereupon the student would attempt to build his own foundation and framework. This at least appears logical, and probably is the way the ordinary student develops linguistic strength.

It is hard to believe that habits can become fixed in so limited a time as one year unless a great deal of practice is given on a few selected points of grammar, and it is to be doubted whether a general presentation of the grammar as a whole in an orderly progressive fashion is not to be preferred. All education is a habit, to be acquired by long and continued effort, and only after years of speaking and using a foreign language can the average learner feel free and untrammeled in his command of it.

The second year usually brings to the student a novellette or a collection of stories in Spanish. What point in grammar is not involved in the simplest story by a writer of Spain or Latin-America? Would it not be of some satisfaction to the student to feel that though he had not entirely mastered the subjunctive, yet the rules involved in its use were not unfamiliar to him, and that he could refer to them readily in his text? Here we have the true laboratory method—the rule adapted to real objects, and the learner who is required to consult his book and review the matter covered gradually is forming the habit of correctness desired. When this is supplemented by systematic composition and grammar review, the result is better, of course.

Now how would this grammar be covered? What would be the method involved? It would require at least another paper to discuss this subject at length, but a few remarks may not be out of place.

The attempt to teach grammar in the Spanish language does not appear commendable. A committee of the Central division of the modern language Association of America, of which Prof. John D. Fitzgerald was Chairman, reported against it, and

quoted the following instructions from the Minister of Public Instruction in Austria in corroboration.

"The teacher of modern languages should bear in mind that he must use the language which is the subject of study as much as possible, and the language of his pupils as much as is necessary; but he should never forget that he must at all times be intelligible to all the pupils."

It is no doubt possible to teach the grammar in Spanish, but why such a waste of time and effort? Of what value is a vocabulary of Spanish grammatical terms? Why increase the difficulty of an abstract science by forcing the learner to adopt a new vocabulary and waste time trying to comprehend the rules in a strange tongue? The vocabulary to be acquired in the first year is extensive enough without these words, and they are of so little use outside the classroom. Why not concentrate our effort on covering ground in Spanish grammar and on acquiring a vocabulary of useful terms and idioms?

In learning grammar and a great many written exercises should be assigned, and corrections made before the class, blackboard work being the best method of making errors plain to all pupils. With the sentences written on the board it is quite easy for the teacher to make corrections and explanations in Spanish, and the pupils will then often understand the teacher's discreet use of a grammatical term in Spanish quite readily, though he has not been called upon to learn the word himself. After a lesson has been thoroughly mastered in English, the written lessons may be gone through entirely in Spanish, giving oral practice in the language while correcting exercises.

As for paradigms, concert drill is found to be efficient. A conjugation is readily learned when all repeat it together a few times, and the weaker pupils required to repeat it alone before the class, using a variety of subjects and objects with the verb. Modern languages are gradually taking the place of Latin in High Schools. Is it not worth while to bear in mind the many arguments advanced for the cultural value of foreign grammar study as such? Why lose all of the good that Latin has done, when some of the benefits can be derived from Spanish?

It is not the aim of this paper to minimize the effort to teach Spanish as a living tongue, and substitute a dead grammar and

translation method. It is to be hoped that we have outlived the latter. But surely the only really direct method is that which results in ability to speak, read and write the language correctly and with ease. Since grammar study, pure and unadulterated, has been found the best in acquiring a correct and facile use of the vernacular, why is it not true of the foreign idioms? It should receive major attention the first year, when the student is introduced to the new structure and the foundation is being laid. The following semesters will bring a repetition of these ideas, and gradually a complete grammatical structure will shape itself in his mind upon which he will build his knowledge of the language, adding vocabulary and idiom day by day, and forming habits of correct speech and utterance.

Lake View High School,
Chicago.

Notes and News

The response to an appeal for some one in each state to act as correspondent for the *Journal* (see the October issue, editorial comment) has not been great. The present editors are learning afresh daily how difficult it is go get authentic news from the field, especially from the secondary schools. However a few generous souls have been found. We publish their names here both as examples of what some forty other persons should be doing, and to beg our readers within their respective territories to communicate to them all items that should reach subscribers to the *Journal*:

Arkansas, Fannie A. Baker, Fort Smith High School
California, E. C. Hatch, Polytechnic High School, San Francisco,
Iowa, Chas. E. Young, State University, Iowa City
Kansas, Mabel Duncan, Senior High School, Arkansas City
Louisiana, L. C. Durel, Tulane University
Maine, Roy Peterson, University of Maine, Orono
Nebraska, Abba Willard Bowen, Peru State Normal School
New York, Charles Holzwarth, West High School, Rochester
Ohio, E. B. de Sauzé, Director of Modern Languages, Cleveland
South Dakota, Caroline Dean
Wisconsin, B. Q. Morgan, University of Wisconsin, Madison

For the items that follow we are indebted to these loyal friends and to others. We hope earnestly to publish a much longer list of correspondents next month and to be able each month to print many items of real interest to most of our subscribers. It is only so that the *Journal* can be anything more than a collection of monographs. The monographs are essential; they are the *raison d'etre* of the publication, but many of our readers demand that our pages be also a record of events as well as of ideas, that they reflect the material as well as the intellectual activity of the teachers of our subjects. Let them aid us. Let our Notes and News department be a chronicle of happenings of many kinds in our field, just as our other pages represent the progress of American pedagogical thought.

In the effort to indicate to readers of the *Journal* some notion of the currents of registration in modern language study, a number of requests for figures were sent out to superintendents in the larger cities of the country, and to a number of colleges and universities. Despite the fact that an addressed stamped envelope went along, many officials never replied and others were unable

to give satisfactory figures. It has been impossible so far, for example, to get a general view of the situation in the city of Chicago. The reasons for this are clear, of course, to anyone who reads the newspapers.

Replies were received from 12 cities. In many cases these reported for only one school instead of for the whole system. The figures apply to high schools except where otherwise specified.

1. Atlanta

	French	*German*	*Spanish*
1916	96	0	176
1917	128	0	184
1918	198	0	308
1919	82	0	123

Only commercial H.S. reporting. No German is taught. Beginning in 1919, foreign language may not be taken until the second year.

2. Boston 1919 (14 high schools): Latin, 3,468; Greek, 366; French, 7,976; German, 884; Italian, 17; Spanish, 3,212. Total, 15,923.

3. Cleveland

	French	*German*	*Spanish*
1914	195	3,070	0
1919 (June	2,851	0	679
Jr. H.S. 1919	1,674	0	238

There were no junior high schools in 1914. It is estimated that about 5,000 enrolled for French in September 1919. No estimate given for Spanish.

4. Des Moines (2 high schools)

	French	*Spanish*	*German*
1914	0	0	125
1919	484	84	0

The modern language enrollment in 3 high schools in 1914, 460; in 1919, 1,017. The Latin enrollment in 3 high schools in 1914, 966; in 1919, 850.

As far as the report shows, the present modern language enrollment is in French and Spanish.

5. Galveston.

	Latin	*French*	*Spanish*
1919	300	85	300

The total number in foreign languages is almost unchanged from 1914; the former registration in German has been largely transferred to Spanish.

6. Indianapolis (2 high schools)

	Latin	*French*	*German*	*Spanish*
1914	962	147	1,291	0
1919	1,058	757	0	200

In these two high schools there are fewer foreign language students by 400 than in 1914.

7. Minneapolis. It is estimated that there is 5 times the enrollment in French over 1914, about 1,500 at present. Fewer than a hundred are studying German and the number of pupils taking Spanish "is not large." The Scandinavian languages are losing ground so that they may be dropped.
8. New York 1919—French, 19,993; German, 909; Greek, 169; Italian, 65; Latin, 14,218; Spanish, 25,536.
9. Omaha (2 high schools)

	French	*German*	*Spanish*
1914	159	356	0
1919	590	0	134

In the 4 high schools of the city there are now 805 enrollments in modern language, as against 619 in 1914.

10. Philadelphia. Figures for only the girls entering high school are available.

	Latin	*French*	*German*	*Spanish*
1914	318	251	1,243	0
1919	356	1,331	0	648

There is a total gain of enrollment in foreign language here of 467.

11. Richmond, Va.

	Latin	*French*	*German*	*Spanish*
1914	560	294	400	60
1919	1,011	1,078	56	593

12. Spokane

	Latin	*French*	*German*	*Spanish*
1914	795	195	1,049	45
1919	844	898	0	419

The total foreign language enrollment for 1919 is only 77 greater than in 1914.

13. Washington

	French	*German*	*Spanish*
1918	1,402	429	749
1919	2,473	0	812

These figures are obviously too lacking in uniformity to permit of any satisfactory conclusions. They confirm, however, the general impression that French and Spanish have made big gains since 1914, that the larger percentage of gain is in Spanish, as this subject was taught in few schools at that date, and that the German enrollment has decreased enormously. They also seem to bear out the statement that the increase in the study of foreign languages since 1914 has been very small in proportion to the increase in the public high school population. If there were more competent language teachers available, we should be greatly concerned about this. What distresses us most, however, is the

poor outlook for such teachers, even for the schools where conditions for language study are favorable.

Colleges and Universities

1. Brown

 June, 1917—French, 372; German, 283; Greek, 54; Latin, 160; Spanish, 102. June, 1918—French, 313; German, 183; Greek, 31; Latin, 104; Spanish, 90. June, 1919—French, 322; German, 116; Greek, 48; Latin, 92; Spanish, 89.

2. California

 Autumn 1916—French, 918; German, 1,193; Italian, 49; Spanish, 896. Autumn 1917—French, 993; German, 833; Italian, 41; Spanish, 972. Autumn 1918—French, 1,604; German, 378; Italian, 25; Spanish, 659. Autumn 1919—French, 1,883; German, 385; Italian, 81; Spanish, 1,414.

 There are at Berkeley also about 100 students of Chinese and Japanese, and 827 in Slavic languages, representing in both about a four-fold increase over 1916.

3. Columbia

 1916-17—French, 579; German, 474; Spanish, 242. 1917-18—French, 423; German, 281; Spanish, 189. 1918-19—French, 572; German, 251; Spanish, 148.

 Here, as for Brown, we have no figures for the current year.

4. Harvard

 1916-17. French, 891; German, 904; Italian, 47; Spanish, 439. 1917-18—French, 701; German, 532; Italian, 31; Spanish, 217. 1918-19—French, 983; German, 379; Italian, 35; Spanish, 304. 1919-20—French, 1,228; German, 661; Italian, 59; Spanish, 467.

 The recorder explains that there are 416 enrollments in German and 200 in French to satisfy the language requirement, leaving about 250 free elections in German and 1,028 in French.

5. Illinois

 1914-15—French, 598; German, 732; Italian, 6; Spanish, 225. 1915-16—French, 599; German, 764; Italian, 18; Spanish, 352. 1916-17—French, 586; German, 764; Italian, 21; Spanish, 627. 1917-18—French, 787; German, 428; Italian, 12; Spanish, 532. 1918-19—French, 1,642; German, 115; Italian, 6; Spanish, 300. 1919-20—French, 1,430; German, 300; Italian, 24; Spanish, 1,281.

6. Kansas

 1915-16—French, 478; German, 1,103; Italian, 16; Spanish, 459. 1916-17—French, 632; German, 1,030; Italian, 24; Spanish, 680. 1917-18—French, 931; German, 422; Italian, 31; Spanish, 730. 1918-19—French, 2,598; German, 466; Italian, 16; Spanish, 777.

No figures for the present year. The last figures for French are due largely, no doubt, to the S.A.T.C. The steady growth of Spanish is to be observed.

7. North Carolina

 1916—French and Spanish 386; German, 352. 1917—French and Spanish 377; German, 272. 1919—French and Spanish 527; German, 133.

Here, too, there is a falling off in the total number of enrollments in modern foreign languages.

8. North Dakota

 1916-17—French, 54; German, 263; Greek, 6; Latin, 26; Spanish, 36. 1917-18—French, 126; German, 168; Greek, 2; Latin, 20; Spanish, 55. 1918-19—French, 256; German, 54; Greek, 3; Latin, 25; Spanish, 38. 1919-20—French, 285; German, 82; Greek, 6; Latin, 30; Spanish, 74.

In 1916 there were 60 students of Norse; the present enrollment is 59.

9. Texas

 1915-16—French, 338; German, 529; Italian, 10; Spanish, 632. 1916-17—French, 390; German, 565; Italian, 15; Spanish, 762. 1917-18—French, 863; German, 170; Italian, 5; Spanish, 577. 1919-20—French, 777; German, 150; Italian, 0; Spanish, 1,020.

Since 1915 the total enrollment has increased about 58%; the enrollment in modern foreign languages only 27½% about.

10. Vanderbilt

 1916-17—French, 205; German, 186; Greek, 44; Latin, 104; Spanish, 131. 1917-18—French, 188; German, 129; Greek, 33; Latin, 67; Spanish, 167. 1918-19—French, 193; German, 116; Greek, 54; Latin, 83; Spanish, 104. 1919—French, 303; German, 106; Greek, 38; Latin, ?; Spanish, 213.

11. Washington (Saint Louis)

 1916—French, 190; German, 230; Greek, 13; Italian, 3; Latin, 54; Spanish, 117. 1917—French, 225; German, 174; Greek, 7; Italian, 0; Latin, 48; Spanish, 150. 1918—French, 241; German, 82; Greek, 10; Italian, 0; Latin, 48; Spanish, 131. 1919—French, 408; German, 115; Greek, 11; Italian, 20; Latin, 40; Spanish, 267.

12. Williams

 1915-16—French, 263; German, 276; Italian, 19; Spanish, 14. 1916-17—French, 283; German, 247; Italian, 8; Spanish, 65. 1917-18—French, 299; German, 191; Italian, 6; Spanish, 29. 1918-19—French, 253; German, 173; Italian, 9; Spanish, 51. 1919-20—French, 335; German, 135; Italian, 14; Spanish, 253.

Here, as for the schools, we must be wary of drawing absolute conclusions. Spanish has made the largest percentage of gain,

especially in the western institutions, though the figures for Williams are to be observed. It is in the west also that German has met with the greatest proportional loss. The figures for some of the larger state institutions of the west are startling, especially for California, Illinois and Wisconsin (See November *Journal*, p. 92). How can such enormous numbers of students of elementary French and Spanish be taken care of? Most of the physical efforts of these Romance departments must go into elementary teaching for several years to come, for there are few competent college teachers in training at present.

The N.E.A. Bulletin for October contains an illuminating page on the "Shortage of Teachers." In response to an inquiry 1,512 superintendents outside of the large cities, representing 221,296 teaching positions, reported a total lack of teachers for 12,394 positions, and a total of 22,138 teachers below standard who had been appointed in the emergency. This means that nearly 6% of the teaching positions are unfilled and that nearly 10% of the present incumbents are below standard; which means a total shortage of nearly 16%. Further calculating shows that of the 650,000 teaching positions in the public schools of the country, about 38,000 are not filled at all, and about 65,000 are not filled adequately. That is, more than 100,000 teaching positions are either vacant or filled by admittedly low grade teachers.

Only 82 of the superintendents report a salary increase proportionate to the increase in the cost of living, and more than 1,200 admit that they have been forced to lower their standards in age and equipment in order to be able to carry on. As might be expected, the situation is worse in regions where salaries are lowest. In sections where there have been salary increases the shortage is sometimes as low as 2%. The November Bulletin gives further depressing data, especially on the decreasing attendance at teacher-training institutions from 1916 to 1919. The number of graduates in 1920 will be about 30% fewer than in 1916.

The shortage is being felt in no other field now more keenly than in French and Spanish, not only in the secondary schools but also in the colleges and universities, especially in those regions where there are large numbers of beginners in the state universities, and there are few recruits in training to fill the breach.

It seems quite clear that there is a direct relation between the number of vacancies and the salaries offered. This fact is apparently not sufficiently realized by the powers that hold the purse strings, though there have been advances in some systems, and in some higher institutions, as in Columbia, Princeton, Yale, Indiana.

Teachers of Spanish, meeting in Topeka, November 7, inaugurated a Kansas chapter of the American Association of

Teachers of Spanish. Professor Arthur L. Owen, Head of the Department of Hispanic Languages and Literatures of the University of Kansas was chosen president, Miss Ruth Kingman of Washburn College, vice-president and Miss Mabel Duncan of Arkansas City, secretary-treasurer.

A special feature of the meeting was an address by Professor José M. Osma of the University of Kansas on *La nueva era española.*

Modern Language Round Tables were conducted in each of the divisions of the State Teachers' Association.

Miss Hazel McAllister of Newton, who gave some interesting *Hints on Teaching Vocabulary*, was chosen chairman for the succeeding year at Wichita.

At Salina, Miss Alma Stephenson, Professor of Spanish in the Kansas Wesleyan University, was elected chairman. The principal addresses of the meeting were, *The Field of Spanish* by Miss Stephenson and *The Future of German in our Public Schools and Colleges* by Mr. George Swift.

Spanish and French clubs have recently been organized by the students of Winfield High School.

Students of French in Arkansas City High School have organized a French club similar to *Poco a Poco*, the organization for Spanish students already existing.

Found on a test paper:
Question: Explain the sentence—*Il n' a pas d'argent*; why not *de l'argent?*
Answer: "The definite article is omitted in general negotiations"!!

The great interest in the study of French in Arkansas continues. Henderson, Brown, Hendrix and Ouachita of the Colleges report large classes. Of the High Schools, Little Rock has the largest enrollment, three hundred in the department. Interest in Spanish is steadily increasing.

Little Rock High School has a new cinematograph which affords interesting views of France, Spain and South America.

Forth Smith High School is soon to install a moving picture machine; and is meanwhile making use of the school Balopticon. The Sophomore classes recently took quite an extended trip abroad by means of this machine which shows very clearly post cards and lantern slides. This school is also making use of French records on the phonograph with good results in increased interest and attention to pronunciation.

Readers of the Journal will be interested to learn that the deservedly well-known English journal, "Modern Language Teaching," of which Mr. Walter Rippmann was editor, has been

discontinued, and has given place to a new journal entitled "Modern Languages, a review of foreign letters, science, and the arts," under the editorship of E. G. Underwood, and published under the auspices of the British M. L. A. As the title would indicate, this review will have a broader scope than its predecessor or the *Journal*. It will be less concerned with purely pedagogic questions and will touch on the various subjects that the Britisher has in mind when he speaks of "Modern Studies."

The first number, after an editorial in which the policy of the publication is discussed, gives an account of the successful school of Italian held at Cambridge last summer; publishes an adaptation in French of one of Rupert Brooke's poems belonging to his most impertinent stage; contains a discussion of the difference between language work in school and college; gives a review of several volumes on the Russian situation, in which the policy of the allies is vigorously condemned; offers notes on the theatre of the day; and announces the offer of prizes for translation into English of texts of French, German, Italian, Russian and Spanish poems, and for a literary composition on a subject within the scope of the journal.

We learn from its pages that the total membership of the British M. L. A. is now twelve hundred and seventy-two; that work in international correspondence is being rapidly developed; that the association proposes to issue, in the spring, a Year-Book of Modern Languages, which will review work in this field since 1914, and that as one result of the summer school of Italian, the British School of Rome may furnish greater opportunities for advanced students of Italian. We observe with sympathetic interest that our British colleagues are pleading for contributions, especially to the department of Notes and News, and that, so far, they have not been able to secure very many. It is proposed, for the present, to issue Modern Languages six times a year, and the editor would like to be able to pay for contributions and to publish the journal monthly. He is urging his readers to assist by contributing to a fund for the purpose.

Our friendly rival, *Hispania*, continues to grow under the vigorous editorship of Professor Espinosa of Leland Stanford. It is now issued 6 times yearly, and follows the plan of appearing in the months of February, March, May, October, November, December. Number 6 of vol. II appeared in December and contains in addition to other matters of interest the announcements by the committee on nominations of the ticket to be proposed at the approaching meeting of the American Association of Teachers of Spanish in Washington, Dec. 27, 1919. It is as follows: Lawrence A. Wilkins for President; E. S. Ingraham, H. G. Doyle, J. Warshaw for Vice-presidents; Alfred Coester,

for Secretary-Treasurer; Matilda F. Allen, F. L. Phillips, R. E. House, Carl. O. Sundstrom for members of the Executive Council. We understand that *Hispania* has now more than a thousand subscribers.

The Romanic Language Association of California, after almost a decade of efforts to protect the interests of the Romance tongues, has decided to form two separate groups; one a chapter of the Association of Spanish Teachers, the other L'Association Française. Both groups met at the convention of the Bay Section of the State Teachers' Association in October, and both meetings were well attended. It may be that much good will come of the new situation.

The Public Library of San Francisco is endeavoring to cooperate in the work of the two sections. Professor Schevill of the University of California heads the Spanish chapter, and the recent meeting was well arranged and interesting. The meeting of l'Association Française was presided over by E. J. Dupuy of the Girls' High School of San Francisco, and remarks were made by Professors R. T. Holbrook and G. Michaud, who have recently come to the State University. The welcome given the speakers made it clear that their utterances were well received. This group proposes to carry on during the year and hereafter the work of consolidating scattered interests in the Far West in France and things French.

It would be folly to assert that modern language teaching had made progress on the Pacific Coast in the last two years. Our entry into the World War, and our determination to win, absorbed our thoughts and emotions so completely that nearly every phase of school work suffered in consequence, and that quite properly. Then came the brief and violent campaign against the German language, which eliminated that subject from all the schools on this Coast, except a few private schools and colleges, and the leading universities. This affected not only a large number of teachers, and a larger number of pupils, but also the method of teaching modern languages. The laudable attempt to gain for French and Spanish the rather large place in the curriculum vacated by German created a huge demand for teachers of these two Romance languages that could not, on so short notice, be supplied with adequately equipped candidates. The resulting loss in teaching standards did not help the cause of modern languages. It was out of the question for the direct method to hold the ground it had gained, both because it requires more of the teacher, and because the larger number of its warm advocates had been teachers of German.

The hostile feelings aroused by the war between the various language groups occasioned a further loss in the progress of language study on the west coast.

It is very much to be hoped that the Modern Language Association of Southern California will eventually succeed in spreading its fine spirit of co-operation among the teachers of the various modern languages to the northern sections of the Pacific Coast territories.

During the war period, a marked increase in the number of students taking French in the high schools of this region was noticeable. Though figures for an accurate comparison are not yet at hand, it would appear that French is yielding somewhat to the popular belief in a commercial demand for Spanish.

The Modern Language Department of the Missouri State Teachers Association held its annual meeting at St. Louis, Mo., Nov. 7, 1919. The following program was carried out:

Ways and Means of Vitalizing the Teaching of Modern Languages:

1. By means of Literature, by W. S. Sanders, of Park College, Parkville, Mo.
2. Ear Training in Reading Courses, by E. K. Mapes, Westminster College, Fulton, Mo.
3. By Means of Short Story Writing, based on Pictures, Newspaper Reading, Letter Writing, Songs, French Clubs and the use of the Victrola, by Elizabeth T. Parker, Central High School, St. Louis, Mo.

After the papers there was lively discussion by various members present. The outlook is again better and even the teaching of German is picking up. Our new officers we feel sure will push the work of the department and the *Journal*.

The following extract from a letter from a graduate of one of our large women's colleges who has been for ten years a successful teacher of German and Spanish in our high schools, is only a peculiarly vivid statement of conditions which have been reported from many sides this year.

"All of us in the ——— High School who have anything to do with first year work are at our wits' ends, over the entering class this year. They just can't learn languages or anything else and my previous ten years of experience furnish me with no clue to the situation. I have often been discouraged before but this is the first time when I have not been able to see a ray of hope for the future. . . . I do not know how many more years I can go on trying to do the impossible with five large divisions of immature and unprepared first year pupils. I am afraid I shall have to find some small school again where I do not have all first year work and where the numbers are small enough to admit of more indi-

vidual work without taxing my strength beyond the limit. There is no chance apparently of the quality of the entering class improving here. It seems to be getting worse from year to year. Some of our puils have failed in every subject this month and many have failed in two or three."

The experience of this teacher is by no means unique. A high school boy reported to me yesterday that the principal had told his class that the standard of work in the school had been dropping steadily for the last three or four years and that the pupils learned less and had less ambition to do well than ever before. It would be interesting to know whether this experience is general all over the country or only peculiar to one region. Can we attribute it to the distraction of the minds of both pupil and teacher by the great issues of the war? Or to the relaxation of moral fibre which has been noted since the armistice in people of almost every age, class and nation? Or is it the result of the increasing size of classes, due to growth of population and the difficulty of finding and paying a sufficient number of teachers to cope with them? Or of the draining away of many of the best of our teaching body, men and women, into channels of more or less direct war work, to the weakening of discipline and intellectual growth? It would be interesting to hear from other teachers on this subject and it is to be hoped that many will send us some account of their own experience in the matter. If this is a condition general in all our schools, what is to be done about it?

Not only in Chicago did President Nicholas Murray Butler criticize sharply the results of modern language teaching in our schools and colleges. In Princeton in November 1918 in a speech before the Association of Colleges and Preparatory Schools of the Middle States and Maryland, he arraigned the teaching of modern languages as useless and ineffective because a young man, recently graduated from a well-known college where he had taken several courses in French, could not, on arriving in Paris, order a cab or a dinner in decent French. Here, it seems to me, he has fallen a prey to that tendency to confuse the meaning of the words education and information which appears so often in all our pedagogical discussion. Any Continental waiter can order a cab or a dinner in five or six languages, yet he is not an educated man nor one whom we wish to place as a model before our college students. The latter may know much of French grammar and syntax, may have read widely in the literature of France, may have entered into its spirit and understood its contribution to civilization, without having at his tongue's end the five or six phrases needful for the practical attainment of cab and dinner. To have taken up his time in college with exercises in this or similar material would have been to slight much more important matters, and if

he learned it in his first year of French study, as is very probable, the chances are he will have long since forgotten it. But he knows how and where to find the words and phrases needed, how to correlate them with his other knowledge. Fifteen minutes of application would have made him ready to meet and conquer this difficulty. If we have any accusation to bring against our educational system, based on this incident, it is that we sent this young man out into life with too little industry or energy or intellectual curiosity to take the trouble to use its knowledge effectively in preparing himself to meet such a situation as the one President Butler describes.

In view of the current attitude toward the study of German in many of our schools it may interest our readers to know what the fate of this subject is in some of our great universities. At Yale 365 members of the undergraduate body have elected the subject; at Harvard, where some knowledge of both French and German is still required for graduation, there are now 714 undergraduates studying German, with 119 more at Radcliffe. This number is rather larger than usual, owing probably to the difficulty which entering students have found in getting instruction in German in many of our high schools.

Annual Meeting of the Association of Modern Language Teachers of the Middle States and Maryland

The seventh annual meeting was held at the University of Pennsylvania on Saturday morning, November 29. It was a large and enthusiastic gathering at which four excellent papers were presented on the subject of "Attainable Aims in Modern Language Teaching." Professor Douglas Buffum of Princeton and Professor Isabelle Bronk of Swarthmore spoke for the colleges. Mr. F. Hemry of Tome Institute and Mr. Lawrence A. Wilkins of New York City spoke for the schools.

The president, Mr. Louis A. Roux of Newark Academy, New Jersey, occupied the chair. In his address he said in part:

The past year has seen the formal organization of the National Federation of Modern Language Associations. The first meeting was held at Milwaukee, Wis., on June 30 and July 1, 1919. We were represented by Professor Bagster-Collins and Dr. Busse. You will note that as your representative on the Executive Committee I have been elected to serve until 1921. It will, therefore, not be necessary to elect a representative this year.

At the meeting of the Executive Council, held at Columbia University in the Spring, we considered how to increase the membership of our Association. The Executive Council em powered your president and secretary to make a direct appeal to

all modern language teachers in the schools and colleges which form a part of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, to join our association. We sent out several hundred letters explaining the purpose of our association and urging all modern language teachers to join. Our position is unique. Our work cannot be done by the State associations. It is very important that such an association as ours should exist to consider the various problems which affect both the colleges and the schools. For that reason, if for no other, every college professor or instructor in modern languages in this section should join the Middle States Association. The college instructor is very much concerned with the teaching of modern languages in the schools. He wants to see better teaching done, better teachers appointed, better relations between the colleges and the schools. The secondary school teacher is very anxious to find out just what is expected of him. He has a very difficult task; he needs the advice, or at least the point of view of the college man. We cannot hope for results until we all get together. Very frequently the college instructor blames the schools for the poor preparation of his freshman class in French. He forgets that it is often not the fault of the teacher, but rather the fault of the whole system, i.e., too large classes, too little time devoted to modern languages and the study of these languages by students not fitted to learn them. Now all such misunderstandings may be avoided, or at least reduced to a minimum by a closer coöperation between colleges and schools through meetings such as these.

I believe that there is no bigger question now before us than the question of training teachers of French and Spanish. We need a committee to study the whole question and make recommendations. Colleges that do not give courses for the training of teachers should do so. The teacher of French, for instance, should be thoroughly trained in the language, as well as in the literature and history of the French people. He should have careful training in phonetics, syntax, and composition of a really advanced character. How many colleges are doing that? It is not so interesting as a course in literature, but is just as important. I wish to thank all the members of the Executive Council for their coöperation. I want especially to thank our efficient and devoted secretary-treasurer, Professor Ballard, for her tireless energy and zeal in the cause. Without her ever-ready advice it would have been impossible for me to carry out the plans that we had in mind.

Report of Secretary

We have today 265 members in the Modern Language Association of the Middle States and Maryland. During the year 11 members resigned. One letter is worth quoting as a sample of

why we lose members and the profession loses some of its best teachers:

> "My dear Miss Ballard,
>
> As I have given up teaching and entered the business world, I would request that you cancel my name from the list of members of the Association of Modern Language Teachers of the Middle States & Maryland. Wishing the Association every success in the future."

At a meeting of the Executive Council to consider the program for the annual meeting and to talk over increasing our membership list, the suggestion was made that we send out a circular letter and membership cards to the heads of departments in all of the schools and colleges that are connected with the main body of this association. The president and the secretary wrote the following letter and sent it under the letterhead of the association to all heads of departments, and to about 200 other teachers not members who might be interested:

To the Modern Language Teachers of the Middle States and Maryland:

The Association of Colleges and Preparatory Schools of the Middle States and Maryland is a well established and a well-known body. Nearly all the institutions of secondary and higher education in this section are represented in this Association. It is recognized by and represented on the College Entrance Examination Board.

Our special work as the Association of Modern Language Teachers of the Middle States and Maryland, is to deal with those questions and problems in the teaching of modern languages which concern both the colleges and secondary schools. It is highly important that the colleges in our section should keep in touch with one another and with the schools, and that the latter should know what is expected of them by the former and what each school is doing.

The various State Associations of Modern Language Teachers are especially interested in the problems that affect secondary schools. Ours is the only Association in this section in which the common interests of colleges and schools are considered.

We believe that all modern language teachers in the institutions that belong to the Association of Colleges and Preparatory Schools of the Middle States and Maryland should be members of our Association. We welcome all teachers of modern languages.

If you are not a member will you not become one now? If you are already a member, won't you make an effort to have all the members of your staff join the Association?

Sincerely yours,

ANNA WOODS BALLARD, *Secretary and Treasurer*
LOUIS A. ROUX, *President*

Neither the circular letter nor the membership cards were sent to members of our Association unless they happened to reach them in the letters addressed to heads of departments. The letter was not needed because all members were especially appealed to this time last year to secure new members; the cards were not sent because I feared that without special explanation the cards would be misleading and be used by those already members for sending their dues, and since the letters containing bills also contained, by the courtesy of Dr. McClelland, the full program not only of our meeting, but of all meetings of the whole Association, I was sure any additional material would cause overweight.

We are indebted to Teachers College, Columbia University, for multigraphing five hundred copies of the circular letter and for addressing the envelopes containing them and for furnishing all the typewriting needed by the secretary during the year. The cards enclosed read:

> Please enter my name as a member of the Modern Language Section of the Middle States and Maryland Association of Colleges and Preparatory Schools. I enclose $.50 annual membership (or $1.50 including *Modern Language Journal*).
>
> Signed.....
> Address.....
> Subject Taught....."
>
> Date.....

As the result of our appeal new members are joining rapidly. The secretary will gladly supply cards to anyone willing to distribute them or send them to addresses furnished by members.

Resolutions

It was moved, seconded, and carried unanimously that a committee on investigations be appointed.

It was moved, seconded, and carried unanimously that a committee be appointed with members from each college giving oral and aural tests to consider them as to kind, as to conditions under which they should be given, and as to those to be admitted to them.

One set of tests was given in September in a room at 82 degrees of heat, the surroundings so noisy that a window could not be opened. The hardest test was at five o'clock. The candidates were practically unprepared, about ninety per cent having had neither dictation nor oral work. As one of the boys said they were "Just taking a shot at it." Under these conditions the whole intention of the tests is defeated.

The chair appointed as nominating committee—Professor Dick, Mr. Bassett and Mr. Riemer; as auditing committee

Professor Bagster-Collins and Professor Claudine Gray. The following officers were elected to serve for 1919-20:

Officers

President, J. P. W. Crawford, Pennsylvania University
First Vice-President, Annie Dunster, Wm. Penn High School, Philadelphia.
Second Vice-President, Frederick S. Hemry, Tome Institute
Secretary and Treasurer, Anna Woods Ballard, Teachers College, Columbia University.

Directors

to 1921—E. W. Bagster-Collins
to 1922—D. L. Buffum, Princeton University
to 1922—Isabelle Bronk, Swarthmore College

ANNA WOODS BALLARD,
Secretary.

On Saturday, December 6th, a Chicago Chapter of the American Association of Teachers of Spanish was formed at a meeting of teachers of Spanish in Chicago and vicinity. The constitution of the New York Chapter was adopted with some modifications. The following officers were chosen to hold office till the annual meeting in May next: President, Mr. Carl O. Sundstrom; Vice-President, Mrs. Anna T. McDonald; Secretary-Treasurer, Mr. E. L. C. Morse; Corresponding Secretary, Miss Edith Cameron. The object of the society is to have the members become personally acquainted with each other, to secure a uniform course of study in high schools in Chicago and vicinity, and to compare experiences and results of various methods of teaching Spanish under actual conditions of class room work.

We learn that the various publications founded by the late A. G. Merrill of the Francis W. Parker School, Chicago, will be continued by his wife. It is possible that they may be taken over later by one of the larger publishers. Madame von Stoesser will continue to collaborate in *Le Nouveau Monde.*

Reviews

Main Currents of Spanish Literature. By. J. D. M. Ford, Smith Professor of the French and Spanish Languages in Harvard University, etc. New York, Henry Holt and Company, 1919. 284 pp.

The publication of a book in English devoted to the history of Spanish literature in general is distinctly an event. In twenty years there has been but one, Fitzmaurice-Kelly's *Chapters on Spanish Literature*, a series of lectures delivered in this country and in England in 1907 and 1908. While the fact that the same author's *History of Spanish Literature* (1898) has not appeared in a revised edition indicates that the interest in this subject does not keep pace with the increasing study of the Spanish language, there is some evidence that this interest is growing, and the present book is therefore very timely.

Main Currents of Spanish Literature is a series of eight lectures delivered at the Lowell Institute in 1918, of which all but two are devoted to the great literary types, the epic (I), the ballad (II), the drama (IV, V), the lyric (VI) and the novel (VII). The others deal with Cervantes (III) and Spanish-American literature (VIII). The plan does not call for criticism in itself, but when coupled with the avowed method of treatment, which is "to be informative as to a large body of fact," it means that Professor Ford has attempted the almost impossible task of giving a general audience in a few short lectures, a notion of the breadth and depth of so special a subject as Spanish literature. That he has been tolerably successful is a credit to his perfect familiarity with his subject and to his sense of proportion. One is inclined to think that he would have done even better had he employed more the method of the critic and interpreter, and less that of the mere historian. It is certain that the most successful of the chapters are those which are centralized about a single figure (I, the Cid; III, Cervantes; IV, Lope de Vega; V, Calderon). Fitzmaurice-Kelly tried to do much less in ten lectures, nine of which were devoted to the medieval and classical periods, and still his treatment was broader.

The comparison of Ford's book with Fitzmaurice-Kelly's *Chapters* is inevitable, and while such comparison does not detract from the solid value of *Main Currents*, it does make evident its relative lack of amenity. Learning it has, as was to be expected from the distinguished position which its author occupies, but

one misses the lightness of touch, the allusiveness, the suggestiveness and the charm of style of the earlier work. However, the scope of the book, its unity of plan, its quite general accuracy and soundness of view, make it the best introduction to Spanish literature now available in our language, and augur well for the author's promised *Short History of Spanish Literature.* Its value is enhanced by numerous translations from the Spanish and an excellent index.

The following remarks on matters of detail have suggested themselves.

About half of the second lecture is taken up with the moot question of ballad origins and the opposed theories of Lang and Menéndez Pidal. Professor Ford takes an eclectic position, and thinks that some ballads come from the chronicles, some from epics, and some from ballads of the heroic age. This is a reasonable position in the present stage of our knowledge, but it is not at all clear why the last mentioned class should include only such ballads "as stand independent of any developed epopee." It may be added that the attempt to bolster up Menéndez Pidal's theory by reference to our habit of remembering or quoting only the more striking passages of English poems, is far from convincing.

The third lecture, like all the others, represents the condensation of a large body of fact. This may account for such slight inaccuracies as the mention of a noble rake "who was found dying in the apartment house" in which Cervantes was living. It is harder to explain how Ford can say that Cervantes "failed to secure a place on the boards for any of his pieces" (page 119, also pp. 75 and 83), when Cervantes states explicitly in the famous *Prologue* to the *Ocho Comedias*, that some of his plays were produced *con general y gustoso aplauso de los oyentes*, and adds that of the twenty or thirty early plays, *todas ellas se recitaron sin que se les ofreciesse ofrenda de pepinos ni de otra cosa arrojadiza: corrieron su carrera sin siluos, gritas ni baraundas.* The curious thing is that Ford quotes from this prologue in another connection.—On p. 92 we read that the stories of Juan Manuel "were unknown to men of the age of Cervantes" and the same idea is again expressed on p. 212. As a matter of fact Argote de Molina edited the Conde Lucanor in 1575. To support his notion that Cervantes felt himself not to be a true poet, Ford says: "and in the *First Part* of the *Don Quixote* he admitted candidly that he had more experience in reverses than in verses." This was said not by Cervantes but by the same Don Quixote who elsewhere stated with false modesty that he knew *algo de achaque de glosas.* I doubt whether any evidence can be adduced to prove that Cervantes did not consider himself a good poet and dramatist.—One is sorry to come once more (p. 126) upon the oft-repeated statement that Lope de Vega "wrote more than 100 of his *Comedias*

within the space of twenty-four hours each." The passage of the *Ecloga á Claudio* which has given rise to this legend probably meant no such thing.—The "theatres established at Valencia and Seville, in the first half of the 16th century" I do not find mentioned in the standard authorities, which give 1582, possibly 1566 for Seville, and 1575 for Valencia.—It is strange that no attempt is made to give an idea of one of Lope's plays, and that not one of them is mentioned by name—p. 167. It is surely pertinent to the plot of the *Alcalde de Zalamea* that the wronged girl is daughter of the Alcade—p. 202. It is not correct to say that Becquer "discards consonantal rhyme entirely." Rhyme is frequently used in the *Rimas*.

The chapter on the novel suffers from certain omissions, and errors of proportion, probably from errors of judgment also. There is no mention of *Cifar*, whose importance is generally recognized, and no adequate treatment of *Lazarillo de Tormes* and the rogue novel. The remarkable "generation of 1898" and the renascence of Spanish literature, are entirely ignored, as they are also in the chapter on the lyric. Fernan Caballero is given five pages as against two devoted to Palacio Valdés. One might easily differ with the judgments that "none of Valera's geniality is found in Pereda" and that Pereda is "the strongest of modern Spanish novelists." Professor Ford is very severe on those books which treat any phase of the religious question. How can one read calmly *Pepita Jiménez* and *Marta y María*, and not realize that these books, far from being unsuccessful attempts to portray true mysticism, are deliberate studies of a false mysticism or a mistaken religious vocation? As to Galdós, unquestionably he has heightened his colors in *Doña Perfecta*, *Gloria*, and *Roch*, for artistic effect, but this is also his method in works which do not touch the religious question, for instance in the *Marianela* which Ford praises so highly. Before accusing Galdós of bad faith one should demonstrate that he intended these cases to be taken as typical rather than as exceptional. Of course, if Professor Ford is right in his estimate of these works, they should not be used in our classes.

In the chapter on Spanish-American literature nothing is said about the modern novel and drama. If this chapter is the least interesting in the book, this is probably not the fault of the author. The negative impression one gets from reading it, is the same one gets from Coester's book, and is probably due to the fact that *in the field of pure literature* Spanish-America has produced relatively little work of a really high order.

CHARLES PHILIP WAGNER.

University of Michigan.

Beginners' Spanish. By WILLIAM HANNSLER and CLARENCE E. PARMENTER. Charles Scribner's Sons. 1919. xxv+294 pp.

One finds in this book much that is old and considerable that is new. Our old friend, the *Puerta del Sol*, shows up as is usual in any well bred Spanish text book. The time honored schoolroom adventures with chalk, eraser and pointer are set forth in meticulous Spanish. A series of letters adorn the text. They do not remind one of Mme de Sévigné. The *cuerpo humano*, the *cinco sentidos*, the *cuatro estaciones* and the *reloj* do yeoman service. Luisa raises her arm, Enrique opens the door, Tomás places the red ink beside the thick book, while Pedro obligingly refrains from conversation with Adela—all as bidden in impeccable Castilian. The atmosphere is peninsular and pedagogic.

In the preface the authors offer some refreshingly rational observations on the absurdity of using technical Spanish grammatical terms in teaching Spanish grammar to American youth. Unfortunately the point is somewhat blunted by the presence of directions like the following, page 7, second lesson: *Antepóngase a cada uno de los sustantivos siguientes el artículo definido singular e indíquese con . . .* etc.

The best feature of the book is the part that treats of the formation of sounds and the phonetic symbols. How much use of such symbols should be made in class room blackboard work may be debatable, but in the main the authors' contentions are indisputable. Stress groups, breath groups, linkings and intonation are commendably handled, perhaps too briefly.

Occupying middle ground between the old grammatical method (where the author formulated the rules and gave just enough examples to raise the presumption that he was telling the truth) and the early pitchfork style of the direct method (where the tenses, moods, pronouns and genders were jumbled together with the expectation that the student somehow might imbibe correct grammatical principles, through the pores, as it were), Messrs Hannsler and Parmenter have laid due and scientific emphasis on eye and ear training, on close observation, on accurate reasoning, on careful inference and on classification by the student himself.

Interesting from the start, sane and conservative, yet abreast of the best modern thought and practice, the book will do much to redeem modern language teaching from the stigma cast on it too often and perhaps sometimes too justly by scientists and classical teachers.

E. L. C. MORSE

Sobre el Estudio de Idiomas; carta al Señor don Julio Saavedra Molina. Por Rodolfo Lenz. Santiago, Chile, 1919. 127pp.

In this excellent pamphlet Lenz, the well-known Chilean scholar, discusses the Modern Language problem with reference to the

needs of his adopted country. In reality a review of his pupil Saavedra's *Enseñanza cultural de idiomas estranjeros*, the treatise abounds in interesting observations and side-lights culled from a long and fruitful career as professor of English, French and German at the Instituto pedagójico of Santiago. The Chilean and American problems are so far identical in that, according to Lenz, the foreign languages should be studied primarily for the enrichment of our national culture and not because of any commercial advantages to be derived from such study. These, in either case, are secondary.

On this essential point Saavedra and Lenz are agreed. They differ, however, on the method to be employed. For Saavedra it seems sufficient if the pupil be taught to translate the foreign idiom into the mother tongue, for by this short-cut he will get the ideas of the foreign language without wasting time on unessentials. It is in contesting this fallacy that Lenz's thoughtful and able discussion is particularly to be recommended. For, as Lenz at once points out, a translation is only a translation when it is an exact and idiomatic equivalent, and such an equivalent is only possible if the translator knows how to render a foreign idiom by a native idiom, in other words, if he has a fairly thorough and objective knowledge of both languages; and even then, it may still be impossible for the simple reason that nations using different languages do not think the same thoughts and hence an equivalent may not exist. A good example is the German *Bewusstsein* and *Gewissen*, two distinct ideas, the one physical and the other moral, which Spanish renders by the one word *conciencia;* and many similar examples will occur to any language teacher. In fact, as Lenz axiomatically concludes, a translation from one language to another is possible only when both languages are on the same cultural level. Hence the truth of the Italian proverb: *traduttore traditore*; and Lenz might have adduced the testimony of Du Bellay, Rivarol and a host of other non-pedagogical writers to the same effect.

But, granting that the Chilean—as well as the American—studies foreign languages mainly with the object of being able to 'read' them, what method is the teacher to employ? Obviously, the answer is the Direct Method, provided always language-study is begun at an early age and consecutively pursued over a long period of years. And in cases where the subject cannot be begun until the pupils have reached a fairly mature age some form of the old grammar method seems to Lenz to be on the whole the best. This side of the matter we need not discuss here: suffice it to say that Lenz records fully his own interesting experience, and that Chile was one of the first countries to use the Direct Method, and with unusually fruitful results to judge by the Chileans who have recently visited the United States.

Several points, however, in Lenz's discussion might be noted here as useful to our American teachers. One of these is the mistake of thinking that the Direct Method makes conversation its only or chief aim.

De ninguna manera, says Lenz, p. 63. El objeto es iniciar al alumno en el manejo práctico del idioma, comunicarle lo mas esencial del diccionario i de la gramática (aunque sea inconscientemente), en fin, colocarlo, respecto al idioma estranjero, en una situacion aproximadamente parecida a la que tiene en su lengua patria al ingresar a la escuela.

Unless our teachers bear this fact in mind they will forget that the coping-stone of the Direct Method has always been the study of literature, read not in translation but in the original, as nearly as possible as the foreigner himself would read it. Another excellent observation of Lenz's is that the study of grammar (p. 51) should not be considered in the same light as the study of an exact science. Sciences are 'absolute,' in the sense that a scientific problem requires an answer of 'yes' or 'no'; whereas a grammatical problem is a human question and therefore relative. So that it is essential that the educative, cultural side should not be lost sight of in the study of grammar. It is natural that Lenz, a pupil of Passy's, should express himself on the value of Phonetics; but again he shows his discrimination in emphasizing the necessity of phonetic study in connection especially with the acquisition of English and French, languages in which the spelling is such a poor index of the pronunciation. As to matters of pedagogical detail, the teacher will find especially interesting the *método de lectura*, outlined on pp. 77 ff.; also the remarks on written work: *las tareas escritas*, p. 79. Finally, Lenz's concept of our civilization as necessarily continuing that of Greece and Rome is a sign of the times. The language-problem is ultimately one, not several, and the nation that neglects its cultural origins does so at its own peril. This is as true of the United States as it is of Chile.

Some readers may regret that the personal angle looms so large in Lenz's argument. It is true, he does see his own experience in rather roseate coloring. At the same time, making allowance for the subjective element which pedagogical discussions seem never able to escape, it can be truthfully said that the present pamphlet is not only an interesting but an extremely valuable addition to the really fruitful discussions of why and how modern foreign languages should be taught.

W. A. N.

The files of the Modern Language Journal are lacking as follows:

December, 1917
February, 1918
March, 1918
April, 1918
March, 1919

Subscribers willing to dispose of any of above numbers are invited to communicate with the Business Manager of this journal. He in turn will be glad to refer inquiries to parties willing to sell above issues.

The habits, customs ideas—or, if you like—the psychology and the environment of our neighbors below the Rio Grande, are set forth in

Morse's Spanish American Life
(Scott, Foresman & Co.)

by means of some ninety selections from the best periodical literature of Mexico, Central America, Cuba, Argentina, Uraguay, Chile, Peru, Columbia and Ecuador.

The articles are bright, well-written, realistic; vocabulary complete; maps appropriate; illustrations pertinent—many from the author's own snapshots taken on the spot. The annotations and commentary display an intimate familiarity and keen sympathy with both North and South American points of view rarely found in text-book form.

Portions of the text are designed for serious home study, and portions are suitable for sight reading in class. From the point of view of variety, vividness and vivacity they are unequaled for oral reproduction. Their pre-eminent advantage is the obvious honesty with which they reflect actual everyday conditions in so many different spheres of life in Spanish America.

The
Modern Language Journal

VOLUME IV FEBRUARY, 1920 No. 5

SECTION MEETINGS: PROGRAMS AND MANAGEMENT

By LILIAN L. STROEBE

IN New York State we are fortunate enough to have two different kinds of meetings for the members of the State Association of Modern Language Teachers, the large annual meetings and the small section meetings. Though theoretically there seems to be no difference in the function of these two meetings, practically they serve slightly different purposes. At the annual meeting all the financial questions have to be settled, reports and committees heard, the general lines of progress and development decided upon. A certain number of formal papers have to be read, sometimes more than there is time to discuss or consider. The meeting is too large and the time too short to discuss details, so after the general lines of progress have been laid down, the working out and the discussion of detail is one of the most important tasks of the small section meetings. Several hundred teachers attend the annual meeting, but that number is by no means a majority of the teachers of modern languages of the state. The expense of travel and the inconvenient time prevent many teachers from attending the meeting and for them the section meetings are one of the most important means of progress and gaining stimulus in their profession. But, of course, as we all know, there are meetings and meetings, and perhaps we remember a few which we should not call "means of progress and gaining stimulus." Therefore it is well to consider what kind of a meeting is valuable and worth while and what kind of meetings members usually find dull and uninteresting.

A meeting for teachers of modern languages naturally falls into two distinct sections; one part of the program will have to contain topics of general interest for all teachers of modern languages and there will be another part, where the teachers of French, German and Spanish separate and discuss the problems that concern the teaching of one language only, and this is usually done in the so-called Round Table Conferences. Generally it seems best to have the general meeting in the morning and the separate sessions in the afternoon. Such an arrangement also gives an opportunity for a luncheon, where members meet in an informal way; and this luncheon hour is just as important a part of the meeting as the regular session. The luncheon, of course, should be as simple and inexpensive as possible, but it ought to be carefully planned beforehand to give the members as much chance as possible for personal intercourse. If there are small tables the chairman should arrange before hand to have a person who is a good "mixer" at the head of each table, and it is his or her duty to see that the members are introduced to each other and that the new people meet as many of the old members as possible.

There is a great variety of subjects which may find a place on the general part of the program and success does not depend so much on the choice of the subject as on the way it is handled. If the meeting is to be of any value there must be plenty of time for discussion. If the meeting consists of nothing but two or three long papers without any discussion, it really has no right of existence and the members usually go home, bored and tired and, what is worse, they will not come the next time. No person ought to have the right to speak longer than thirty minutes. That rule would be a good one also for the annual meetings. As the college president told the visiting clergyman, "We find that no souls are saved after the first twenty minutes"; so we feel that if the speaker cannot say in thirty minutes what he has to say, he ought not to be asked to speak at all. If the subject is a large and important one, it ought to be subdivided into different small parts: three to six papers not longer than eight or ten minutes, read by six different people, are much more stimulating than two or three long papers. For instance, if you discuss the question: "How can the present political situation

be used for stimulating and vitalising the modern language work?" there might be two papers, each not more than ten minutes long, on French, two on German and two on Spanish. One paper on each language ought to give definite suggestions and devices for the classroom work, whereas the second paper for each language might deal with work outside the classroom: outside reading or work for the very brightest students, or what could or has been done in the language clubs. When the chairman invites members to read papers, it is sometimes well to specify that definite suggestions and opinions or the results of one's own experience are wanted, and not mere generalities. Many subjects, particularly those regarding proposed legislation, can be treated like a debate "Should definite texts be prescribed for intensive reading? Reasons for and against this from the point of view of the teacher, the student and the board that gives the examination." In connection with this, another short paper could be read on the question "What kinds of books would be suitable for such intensive reading?" or "What form could or should the intensive work take?" and "What form should the examination take?" In New York State where there is a board which introduces legislation, the discussion of proposed legislation is one of the most important tasks of a meeting; a new syllabus, the desirability of a canon of reading texts, the marking of papers, are subjects which cannot fail to arouse general interest.

But there is a great variety of topics where a general discussion might be helpful for teachers of all modern languages; for example: "The place of reading in the modern language course." This subject could be divided in the following way: A) Reproduction of the text as a means of learning the language; B) The treatment of the subject matter; C) Rapid reading or careful study of a few texts; D) The value and place of translation. Other possible topics are: "Prose composition, its place and methods of teaching it in the first, second and third year of High School work";—"What characteristics should a good text for the first, second and third year possess? Each teacher is to contribute the result of her own experience";—"The value of outside reading: a) What kinds of books are to be recommended? How much supervision is desirable or necessary?"—"The use of the foreign language in the classroom";—"Some common faults in modern language

instruction";—"The most important pedagogical principles and how to make use of them in modern language work";—"How can the self-activity of the student be stimulated in the first, second and third year of the High School work?"—"How can the work be made interesting for the best pupils in the class?"—"Drill and habit formation, its importance in modern language work, examples of how to achieve the best results";—"What devices can best procure efficiency and saving of time in a modern language recitation?"—"Devices for review in the first, second and third year work";—"By what means can the time of the teacher and the pupil best be saved?"—"What are the best means to stimulate and keep up the pupils' interest in their work?"—"Different types of learners in language work and how to treat them individually."

If there is any time left toward the end of the morning, it is well to have reports about new books or other language meetings. Particularly important just now are the reports from the teachers about work done in the American Summer Schools. The great demand for teachers of Spanish and French has increased the importance of summer school work and as there is little possibility of going to Europe, for purposes of study and travel just now, it is the duty of the American colleges and universities to offer in this country a substitute for what teachers and students formerly sought in Europe: a well-planned course of study, life in a distinctly foreign atmosphere, and daily intercourse with educated foreigners. Of course all universities which offer courses in modern languages are only too glad to send their circulars, but a circular is more a promise of the future than an actual report of how the work has been conducted in the past. Teachers reporting on past summer school work might consider the following points: How was the classroom work conducted? How many students were in a section? Were there any definite rules and regulations to enforce good work on the part of the students? Was there a French, a German, a Spanish House? Was the foreign language really the language used all day long? Was there any informal intercourse with the foreign language instructors? Was the house well supplied with foreign books? In what way was the work especially helpful for teachers? What features are especially to be recommended? What criticisms have you to make? Would you go again to the same school?

Reports about new books should not be omitted, books for classroom use as well as for the private study of the teacher. If such reports are made, it is well to bring several copies of the book to the meeting, so that those present can look them over. The publishing houses, as a rule, are very willing to furnish books for such a purpose.

In the May number of the *Journal* for 1918 a very interesting article can be found about choosing a grammar for beginners, an article which might prove helpful for anybody who wishes to report about new beginners' books in French, German or Spanish. Sometimes a report about an older book which is valuable for teachers and perhaps not very well known would be worth while; for instance, Jespersen's "How to Teach Modern Languages" could well be reported on. The most important ideas of the author could be well emphasised in twenty or thirty minutes. Very interesting for a modern language meeting would be a short outline of the report of the committee on the position of modern languages in the educational system of Great Britain. (Published, 1918, in London under the title "Modern Studies." See the review in the December *Journal*.)

The general discussion following the reading of the papers is perhaps the most vital part of the meeting. As I said before, plenty of time should be allowed for it and it is the first duty of the chairman to see that there is a good lively discussion. Though the chairman ought really not to take part in the discussion, it is necessary for him or her to be well prepared on the subject. Sometimes the discussion begins to lag and a few words from the chairman will be needed to introduce a new point of view which has not yet been considered and which will give new life to the discussion. The chairman should have a list of the teachers present and if the discussion lags, should call by name on one or the other, asking for his or her expression or idea on the subject. Often only shyness keeps people from speaking, and an alert chairman who calls upon those who look interested to speak, will often bring out something which will add greatly to the interest of the discussion. The choice of speakers is another detail which needs some planning and consideration on the part of the presiding officer. Not only the older and experienced members should be asked to read papers, but the young and less experienced teachers

should also have a chance. Even if their papers are not very good, they will serve a purpose, for they will offer an excellent opportunity for discussion. When you ask a young teacher to take part in a discussion you very often hear the reply, "I am not accustomed to speak in public and I cannot do it well." This is just the reason why young teachers should be encouraged to read papers at the small section meetings, as the section meetings ought to serve as a kind of training school for speakers among modern language teachers. At all meetings, something definite and positive should be offered to the members, therefore I should not choose a speaker who is likely to give only negative criticism. A talk of that kind may occasionally be stimulating at one of the annual meetings, but there is no place for that kind of thing at the section meetings.

In those parts of the country where a college is located, these meetings offer a good opportunity for intercourse between High School and college instructors. If a chairman of any of the sections feels that the discussions at his meetings are not as lively as he might wish them to be, I should suggest as a topic "College entrance requirements"; the discussion of this subject between school and college will not lack in spirit and energy.

A lecture in a foreign language, in French, in German, in Spanish is a very important part of the meeting. It is not very difficult to find a foreigner who can give a half hour's talk on some subject of general interest, and if he or she cannot be found in the section, an outside speaker ought to be introduced, even if the members have to pay the expense of travel. Teachers in the country or a small town have almost no opportunity to hear foreign language well spoken. The French Canadian who mends your shoes, the German woman who does your laundry, and the Spanish bootblack are probably the only kind of foreigners the teacher comes in contact with, and they surely would not be considered models of good pronunciation in their own respective countries. Just now the teachers of Spanish need most help and encouragement and every effort should be made to find a Spanish speaker for the section meeting. A very timely subject for a Spanish talk just now would be "The reference library of a High School teacher of Spanish; how to procure it and how to use it." Such a topic could only be dealt with by a foreigner who has lived

several years in this country and knows our High Schools and our teachers very well. But after all, the subject matter of a talk in a foreign language is not so very important so long as the lecture is delivered well. Sometimes the different foreign talks can be given simultaneously, but quite a number of teachers are interested in more than one foreign language, and even if they do not teach a second language they like to hear the foreign lecture, so perhaps it is better to separate for only the last part of the meeting, the Round Table Conferences. The function of the Round Table Conferences is to bring the teachers together and give them an opportunity to exchange ideas and give each other the benefit of their own experiences. The first necessity for a Round Table Conference is a skilful leader. By skilful, I mean a person who can stimulate others to talk and at the same time can keep them from straying too far away from the subject under discussion. The safest way to kill an interchange of ideas is to have a leader who wants to talk all the time and who wishes to impress his ideas of the subject on a long suffering audience. I have heard more than one Round Table Conference which consisted chiefly of a monologue by the leader who, by the way, was absolutely unconscious of the fact that he abused his position in an unfair way. The subjects best suited to the Round Table seem to be limited, well-defined questions of small compass that call forth definite suggestions and opinions based on experience. To mention a few: "What texts have you found most successful for the first year reading and why?" The same question about the second and third year reading texts will be found equally satisfactory for French, German and Spanish.—"Habitual mistakes in French, German and Spanish and how to overcome them";—"Devices for verb drill in the second and third years";—"Devices for blackboard work";—"Devices for teaching pronunciation." This is especially important in French and it is well worth while to hear in what ways teachers are trying to overcome their difficulties.—"How do you manage your French, your German, your Spanish Club? Report about the entertainments and games you found most successful. Plays which can be acted by High School pupils. Which ones have been acted in your school and with what success?" Discussion of the three last examination papers of the college entrance board in the three languages.

"What are, according to your opinion, the good points of the papers and what criticism have you to make?" Of course the theoretical and practical reasons for each person's opinions will be given and this is certain to bring up in the discussion the most important principles of language teaching. The subject of "Realien" may be brought up, since it is equally important in connection with the study of all modern languages, and teachers may be interested to tell of devices they use for enlivening the classroom work with outside material. The possibilities of private study should not be omitted. What books and other means of self-improvement have you found most useful in your work? In connection with such a topic, plans might be made by a few members to do one or two hours of work together each week. We so often hear teachers in small places complain that they have no means of self-improvement, and that only teachers in large cities can take courses and hear lectures. Teachers in small places, it is true, have to make more of an effort for it, but all they need is some outside stimulus. They can very well meet one Saturday every two weeks, and very likely somebody can be found who would be able and willing to conduct such work for teachers. I personally remember with pleasure the hours I used to spend with several Newburgh teachers when we not only discussed the German dramas we were reading, but also the problems connected with our work.

Another subject which could be very well taken up not too infrequently is practical work in pronunciation, and there again we ought to call on foreigners, provided their pronunciation is free from dialect and is up to the very best standard of pronunciation in their own country. In a section of the country where the teaching of German is mostly done by German-Americans it is well to give them a list of their habitual mistakes and have a few exercises in standard pronunciation. More important just now, however, seems to be half an hour's practical work in Spanish pronunciation. Owing to abnormal conditions there are many teachers of Spanish who have not had all the necessary training and it is impossible for them to improve their pronunciation without help of this kind. Have a Spaniard who speaks clearly and distinctly read an extract from the beginners' texts or phrases the teachers are familiar with, have it read slowly several times

and have the teachers read it and ask questions about difficult points of pronunciation. This looks and sounds very much like regular classroom drill, but there is no reason against it and, as a rule, members of the association are only too glad to have an opportunity for such work.

An occasional model lesson enlivens the program of a meeting. Eight or ten students are a sufficient number to make a good recitation possible and volunteers can usually be found. It is very interesting to bring students who have never studied the foreign language and show how much can be done in the very first recitation, or there might be a reading lesson in the second or third year, a lesson in verb drill or verb series, a lesson in the development of a new subject in grammar. The treatment of an anecdote is especially satisfactory for a model lesson, as an anecdote is complete in itself and lends itself very easily to a conversation, a grammar or a review lesson. It goes without saying that the subject matter for a model lesson must be new to the pupils unless it is especially stated that the lesson is meant to be a review. Such model lessons are valuable not only in showing the treatment of the subject matter, but also the use of the foreign language in the classroom. They should, however be conducted by American-born teachers of foreign languages. The young High School teacher who has not lived abroad is easily discouraged in the use of the foreign idiom in the classroom and is inclined to think that only native teachers can be successful with the direct method, whereas most experienced teachers agree that a really well trained American who knows American schools and American children has a great advantage over the foreigner in our public schools. It will probably need some effort on the part of the chairman to find a teacher who is willing to give a model lesson, but the task of the chairman is never a very easy one, and nobody should be elected for this office who is not thoroughly interested in our profession. The chairman must, to a certain degree, know the rules of order, must have the skill to make those talk who are shy and not accustomed to speak in public, and must have the courage to prevent people who like to talk from boring the others. It is by no means easy to bring together four or five speakers for one meeting and that task ought to be equally distributed between the chairman and the directors. The planning of the program demands a goodly

amount of consideration and should not be left to the last moment, as it is important to have the announcement sent out at least three weeks before the date of the meeting. In the state of New York the programs are printed and sent out from Albany, but I am not sure whether it would not be better to have each section attend to its own circulars, and the chairman, the secretary, and the directors should make a combined personal effort to bring people together. The many measures of war-time conservation and economy that have been advocated within the last year certainly account for the smaller number of teachers attending the meetings of the Language Associations. If the attendance at such a meeting means a long and expensive journey, several days absence from work, etc., as is usually the case with the meetings of the big associations, war-time conservation and economy undoubtedly had to be taken into consideration. But the war is over now, and attending small meetings is an entirely different thing. The travelling expenses, if there are any, are very likely within a dollar, the actual time spent in travelling is very likely not more than half an hour and the time at the meeting and the luncheon is certainly worth while for the teacher, provided, of course, that the program is well arranged. Instead of staying away from such meetings on account of war or peace-time economy, attending at such meetings should be considered a very important item under the heading of efficiency in time of war as well as in time of peace.

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TESTS AND MEASUREMENTS IN MODERN LANGUAGE WORK

By C. H. HANDSCHIN

WE HAVE reached a point in our modern language teaching where we feel the need of standard objective scales by which to measure the product of our teaching. In some lines, especially in elementary school teaching, the work in measurements has been carried to the point of considerable perfection, and we recognize that it means a decided advance in our educational work. In modern languages we are just making a start in this direction.

Now before we can measure, we must have something to measure. To get something to measure is therefore the most important thing, and good, painstaking teaching is still the all important factor. But we know also that measuring results exactly gives us a check on our work, shows us its weak and strong points and stimulates both student and teacher. Scientifically inclined teachers desire exact measurements. In language, the phenomena treated are more intangible than in many other subjects. The results seem discouragingly intangible often. We desire and we need to know what we have accomplished. We can learn this best by thoroughly objective scientific standards of measurements.

I cannot go into a discussion of the laboratory and classroom experiments which have been conducted, chiefly in Europe, with a view to getting light on the language-learning process. Suffice it here to give a slight resumé of the principles which we may consider as having been sufficiently established.

Resumé

The following aims and principles may be considered as sufficiently established to warrant their use in pedagogical practice:

1. The fourfold process of learning language, i.e., hearing, speaking, seeing (reading) and writing—the first of which must be aural, the second oral.

2. Skill in motor control (speaking and writing) and in visual perception, and discipline in good habits of study. (Wundt,[1] Eggert,[2] *et al.*)

3. There must be conscious memorial activity; matter which is to be retained must be repeated, i.e., presented repeatedly to consciousness; rythmical form, or recurrence, favors retention; attention is an important factor in memorial activity, and attention depends on interest; the feelings (of pleasure or pain) also play a great part in memorial activity and the feelings manifest themselves in the form of interest. (Meumann[3] *et al.*)

4. The memory for objects and movements is greater than for verbal impressions. (Peterson,[4] Kirkpatrick,[5] Calkins,[6] Pohlmann.[7])

5. The ability to recall the vernacular word on presentation of the foreign word (translation from the foreign language) is much greater (two or three times as great) as the ability to recall the foreign word. (Schuyten.[8]) Both foreign word-native word and native word-foreign word learning are superior to teaching foreign words by means of pictures in point of easiest and surest

[1] Psychologische Physiologie. Vol. 1, 170 ff., 238 ff.

[2] Eggert, Der Psychologische Zusammenhang in der Didaktik des neusprachlichen Unterrichts. p. 43 ff.

[3] Meumann: The Psychology of Learning, Appleton, 1913, p. 15 ff. and *passim*.

[4] Peterson: Recall of words, objects and movements, Psychological Review. Monograph Supplement 4, 207-33 (1903).

[5] E. A. Kirkpatrick: An experimental Study of Memory. Psychological Review 1, 602-609 (1894).

[6] M. W. Calkins: A Study of Immediate and Delayed Recall of the Concrete and of the Verbal. Psychological Review 5, 451-462 (1898).

[7] A. Pohlmann: Experimentelle Beiträge zur Lehre von Gedächtnis. 1906, p. 71 ff. See also *ibid.*, 145 ff.

[8] M. C. Schuyten: Experimentelles zum Studium der gebräuchlichsten Methoden des fremdsprachlichen Unterrichts. Zeitschrift für experimentelle Pädagogik, 3, 199-211 (1906).

retention, of fatigue, most ready reproduction, and of dependence upon form of learning. (Netschajeff.[9])

6. The object-foreign word method of learning is superior to the foreign word-native word method, and this is superior to the native word-foreign word method in point of immediate as well as permanent retention. (Braunshausen.[10])

7. Learning words in sentences is easier for immediate or deferred recall than learning isolated words. (Libby,[11] Grinstead,[12] Binet and Henri.[13]) It depends upon the nature of the test (uses to which the knowledge is put) as to which mode of presentation is best employed (Schlüter.[14])

8. "The study of foreign languages materially increased the student's knowledge of English grammar, but only slightly increases his ability to use English correctly." (Starch.[15])

9. "Training in foreign language seems to have produced a distinct effect in greater fluency of words in writing and in more rapid perception of words in reading." (Starch.[16])[17]

[9] Psychologische Betrachtungen zur Frage über den fremdlandischen Sprachunterricht. Pädagogisch psychologische Studien, 9, Nos. 1 and 2 (1908).

[10] Les méthodes d'enseignement des langues étrangères. Revue Psychologique (1910), Vol. 3.

[11] W. Libby: An Experiment in Learning a Foreign Language, Pedagogical Seminar, 17, 81-96 (1910).

[12] W. J. Grinstead: An Experiment in Learning Foreign Words. Journal of Educational Psychology, 6, 242-245 (1915).

[13] A. Binet et V. Henri: La Mémoire des Mots. Année Psychologique, 1, 1-23 (1894).

[14] L. Schlüter: Experimentelle Beiträge Zur Prüfung der Anschauungs-und der Übersetzungsmethode bei der Einführung in einen fremdsprachlichen Wortschatz. Zeitschrift für Psychologie, 68, Nos. 1 and 2 (1911).

[15] D. Starch: Some Experimental Data on the Value of Studying Foreign Languages. School Review, 23, 697-704 (1915).

[16] *Idem.*, The Value of Studying Foreign Languages, *ibid.*, 25, 243-249 (1917).

[17] High probability is established by Miss Clarahan for the following principle: The reading method is superior to the grammar-translation method for assimilating reading texts as well as for assimilating grammatical knowledge. *Cf.*, M. Clarahan. An Experimental Study of Methods of Teaching High School German. Bulletin of the University of Missouri. Educational Series, Vol. I, No. 6, 1913.

As to attempts to construct scales for measuring the results of foreign language teaching, there are only two to be recorded; one for Latin by Professor P. Hanus,[18] which tests vocabulary, translation and grammar: words and sentences taken from Caesar and Cicero and grammar based on these sentences. Very interesting. Hard to score. Not standardized.

The second attempt is that of Professor Starch, who has set up two tentative tests applicable to Latin, French, or German published in his "Educational Measurements," MacMillan, 1917. The one is a vocabulary test. Two lists of 100 words each, got for French by choosing the first word on every sixth or seventh page of Spiers' and Surenne's large French-English Dictionary; for German by taking the first word on every twenty-third page of the large Müret-Sanders German-English Dictionary. These lists are accompanied by the list of the English equivalents of the foreign words. The student's task is to match the two.

That this test can be of little value to modern language teachers or students should it ever be standardized is quite plain, since it tests a promiscuous vocabulary, which we do not seek to teach and since the student wastes valuable time in doing the work. The test is the same *mutatis mutandis* for French, German and Latin.

The second test is a reading test, so named, but is in reality a translation test, and consists of thirty sentences graded in difficulty, according to the *judgement* of the inventor of the test. In other words, it has not been standardized.

These strictures on the work of a fellow-worker sound harsh but they are made for the following further reasons:

As to Test 1: A knowledge of lists of isolated words is a poor criterion by which to judge a well trained modern language student who has learned his vocabulary in context. As to the Reading Test: It calls for an ability which we do not consider a major aim. The translation according to his scheme of scoring is either entirely right or entirely wrong. But this principle does not hold for scaling translation as it does in scoring the answers to problems, or to a question purposely so worded that the answer can be only right or wrong.

[18] Progress in Learning Latin (See School Review, 24, 342-51 (1916).

Let us inquire next into the principles which should obtain in making scales. The test must be: (1) objective, i.e., must not depend on any peculiar training of the student but should measure what is generally considered desirable in student-training and what is generally taught. Further, the interpretation of the students' work must admit of no subjective or individual opinion, i.e., the form in which the material is called for and the method of scoring must be such that half a dozen or any number of teachers administering the test separately will each get the same reaction and the same score. (2) It must test in a manner analogous to the one usually employed by teachers, and not in a way in which classes have never reacted before, which would be obviously unjust and unwise. (3) It must be of such a nature as to be valuable to both student and teacher from the start, i.e., even before it has been standardized. (4) It must be comprehensive enough to include all from the poorest to the best students. (5) The units of the scale must not be too large nor too small, especially where the answer is by its nature entirely right or entirely wrong. (6) It must be tested out in several thousand cases, at least. (7) It must be simple, so that teacher and student will not waste time attempting to learn what is wanted. (8) And perhaps most important, if many teachers are to be induced to use it and use it over and over year after year, the method of administering it and, especially, of scoring must be simple, and require very little time.

Coming to the tests which I wish particularly to note, the following Reading Test B is given by way of illustration.

Silent Reading Test B

FOR FIRST OR SECOND-YEAR FRENCH IN A FOUR-YEAR HIGH SCHOOL

Name..... Date..... Score.....

DIRECTIONS. Sign your name and fill in the date above. Read the text found on the other side of this sheet as rapidly as possible, but be sure you get the meaning, and read it with the intention of answering in English or French the questions appended. When I give the word "Start," turn over this sheet and study until I give the word "Stop," this will give you one minute for study. Then draw a circle around the last word you read, turn the sheet back over, and begin at once to answer in

English, or French, the ten questions found on this sheet. You will be allowed five minutes to answer the questions.

Questions on the Text

(Answer in English or French as you prefer)

1. Of what two characters does the story treat?
2. What did they finally agree to do?
3. Who had signed the preliminaries of the peace treaty?
4. What was the most important article of the treaty?
5. That he might not eat the young owls, what was it necessary for the eagle to know?
6. Where did the eagle finally see the young owls?
7. What did he say to himself when he saw them?
8. What did he set about doing then?
9. In what respect did the young owls agree with the old owl's description of them?
10. What does this weakness on the part of parents toward their children often do?

11 L'aigle et le hibou, après avoir fait longtemps la guerre con-
20 vinrent d'une paix; les articles préliminaires avaient été
29 préalablement signés par des ambassadeurs: l'article le plus
40 essentiel était que le premier ne mangerait pas les petits de
48 l'autre. Les connaissez-vous? demanda le hibou. Non, ré-
60 pondit l'aigle. Tant pis. Peignez-les-moi ou montrez-les-moi.
71 Foi d'honnête aigle je n'y toucherai jamais. Mes petits, ré-
82 pondit l'oiseau nocturne, sont mignons, beaux, bien faits; ils ont
91 la voix douce et mélodieuse; vous les reconnaîtrez aisément
104 à ces marques. Très bien, je ne l'oublierai pas. Il arriva un
117 jour que l'aigle aperçut dans le coin d'un rocher de petits mons-
128 tres très laids, rechignés, avec un air triste et lugubre. Ces en-
139 fants, dit-il, n'appartiennent pas à notre ami; mangeons-les;
154 aussitot il se mit à en faire un bon repas. L'aigle n'avait pas
166 tort. Le hibou lui avait fait une fausse peinture de ses petits;
174 ils n'en avaient pas le moindre trait.

184 Les parents devraient éviter avec soin ce faible envers leurs
193 enfants, il les rend souvent aveugles sur leurs défauts.

SCORE CARD FOR SILENT READING TEST B, FIRST- OR SECOND-YEAR FRENCH

Teacher..... School.....

First Year French. Date.....

RATE SCORE

Interval	No. of scores	Interval	No. of scores	Interval	No. of scores	Interval	No. of scores	QUALITY SCORE		
								Questions	Number of Rights	Number of Wrongs
91 to 95				91 to 95						
86 to 90				86 to 90						
81 to 85				81 to 85						
76 to 80		Above 160		76 to 80						
71 to 75		156 to 160		71 to 75						
66 to 70		151 to 155		66 to 70		151 to 155				
61 to 65		146 to 150		61 to 65		146 to 150				
56 to 60		141 to 145		56 to 60		141 to 145		10		
51 to 55		136 to 140		51 to 55		136 to 140		9		
46 to 50		131 to 135		46 to 50		131 to 135		8		
41 to 45		126 to 130		41 to 45		126 to 130		7		
36 to 40		121 to 125		36 to 40		121 to 125		6		
31 to 35		116 to 120		31 to 35		116 to 120		5		
26 to 30		111 to 115		26 to 30		111 to 115		4		
21 to 25		106 to 110		21 to 25		106 to 110		3		
16 to 20		101 to 105		16 to 20		101 to 105		2		
Below 16		96 to 100		Below 16		96 to 100		Q1		

NOTE.—If this score card is to be used for *second*-year French strike out the word *First* above and substitute the word *Second*. Columns 5, 6, 7 above are of use only in a combined French and Spanish score-card.

Instructions for Making the Distribution of Pupils' Scores and of Finding the Median Score

Arrange the children's papers for any class in order of the scores, the lowest score on top. To make the distribution called for, count the number of papers whose scores fall within the successive groups listed. For instance, if the lowest score made is 5, the next 17, 26, 30, you will put "1" in the group marked below 16, "2" in the group marked 16 to 20, "3" and "4" in the group marked 26 to 30, etc.

The median score is the score on the middle paper in the pile of papers arranged according to the size of the scores. If there are 25 papers, the median score is the score on the 13th paper,

because there are 12 papers above it in score and 12 papers below it. If there are 26 papers, the median score is half way between the score of the 13th and 14th papers.

Key to the Answers

To be right the answers must express the *exact thought* expressed in the following answers 1. The eagle and the owl. 2. To make peace. 3. The plenipotentiaries. 4. That the eagle should not eat the young of the owl. 5. To know how they looked. 6. In a crevice of a rock. 7. These are not the young of my friend, I shall eat them. (The last thought of the preceding sentence may be omitted.) 9. In no respect. 10. To blind them to their faults.

Method of Scoring

As to *Quality Score* the teacher may for the benefit of his class assign one point for each question answered correctly in order to be able to give each pupil a score. However, for our purposes he will enter merely the total number of times a question was answered "right" and the total number of times it was answered "wrong," in the spaces provided for that purpose on the score card above.

As to the *Rate Score*, the number of words to and including the one around which the pupil has put a circle is his "Rate." Distribute this along with the others as directed above. To facilitate counting the words a student has read, the number of words contained in each line, and all the lines preceding it, is indicated before each line.

Tentative Standards:

Number of pupils: First year French, 67.

Quality score:

Questions answered right: 2 questions.

Rate score: First year French, 52 words.

A similar test is arranged for German and Spanish. A second reading test for French, German, and Spanish is of the problem type. A third type of test, arranged also for the three languages, is the grammar and comprehension test for the first year only. Further tests for advanced classes are being set up.

The standardization and use of tests and measurements is certain to constitute the next important step in modern language

teaching. An appeal is hereby made to teachers to use the tests described above, since it is only through the collective activity of numerous teachers that such tests can be standardized.

A word may be permitted here also concerning the "Test to Discover Types of Learners," published in its first conception in *Modern Language Journal*, Vol. 3, p. 1 ff. The writer has since then continued the work of perfecting this test, i.e., standardizing the material which it employs. Data for this purpose are now being collected in several centers. As soon as it is perfected it will be published. Several outside groups, the writer has been informed, are attempting to perfect this test. In one case which has been brought to his attention, this is being done in a rather crude manner, and without giving due credit to its inventor. The writer considers this test by far the most important one yet devised and the most important for the future of modern language study, since, when perfected, it bids fair to revolutionize our practice in regard to placing students in the classes for which their natural endowments qualify them.

Note to aid the understanding of technical terms: On the score card the word "Interval" indicates that a student's rate score is to be entered after the first interval, "Below 16," if his rate score is below 16, after the second interval, "16 to 20," if his score is anywhere from 16 to 20, etc. Providing for 193 intervals on the card would consume too much space, and the result, statistically, is the same. The caption, "Number of scores," means the number of students whose rate score falls within the intervals stated. The words, "Tentative Standards," mean that the grades or scores there given have been averaged by the numbers of students there given. Since the average of greater numbers of students will no doubt vary from this, the words *tentative standard* (or average) are used.

Note.—The tests for first and second-year French, German, and Spanish have been used for a year. They are now being printed and will soon be available. Address: The World Book Company, Yonkers, New York.

Miami University.

CURRENT AMERICAN BOOKS FOR ITALIAN CLASSES

By ERNEST H. WILKINS and RUDOLPH ALTROCCHI

The following list is prepared with the primary purpose of providing for teachers of Italian a list of currently obtainable books designed for use in Italian classes and published in the United States or Canada.

By the limitation of the list to books intended for class use, we have excluded books designed for self-instruction, phrase-books, and dictionaries. We would, however, call attention to the recent publication of the shorter and less expensive form of Hoare's *Italian Dictionary*.[1] This shorter form consists of two volumes, an Italian-English volume which sells for $3.00, and an English-Italian volume which sells for $2.50. The dictionary is imported by G. P. Putnam's Sons.

We hope to obtain for a later number of the *Modern Language Journal* a list, similar to that which we are now publishing, of books designed for use in Italian classes and printed in England; and we reserve for that list specific mention of publications of the Oxford University Press and of other English firms. Most of the Italian anthologies and editions of the Italian classics published by the Oxford University Press may be obtained from the New York branch of that house.

Most of the editions of the Italian classics issued in the *Biblioteca Romanica* series, published in Strassburg, may be obtained from G. E. Stechert and Company or from Lemcke and Buechner, both of New York, whose names appear on the title page of each issue as authorized agents for the series. Some thirty Italian works have now been issued in this series.

The list of available texts is small, as will be seen. The lack of variety of well-edited and interesting texts is a very considerable obstacle to the development of the study of Italian. It is to be hoped that additional texts of good quality may soon be produced.

[1] See *Modern Language Notes*, XXI, 418, and *Modern Philology*, XIV, 429

Grammars

A. Arbib-Costa, *Italian Lessons*, N. Y., Francesco Tocci, $1.50. *Advanced Italian Lessons*, N. Y., Italian Book Company, $1.50.

H. Edgren, *A Brief Italian Grammar with Exercises*, N. Y., William R. Jenkins Company,[1] $0.90.

C. H. Grandgent, *Italian Grammar*, with exercises and vocabularies by E. H. Wilkins, Boston, D. C. Heath and Company, $1.08.

Ruth S. Phelps, *An Italian Grammar*, Boston, Ginn & Company, $1.20.

A. Sergio, *Logical Method for Learning the Italian Language*, N. Y., The Italian School of Languages, $1.00.

E. H. Wilkins, *Notes on Italian Grammar*, Cambridge, Harvard University, $0.30.

Mary Young, *Italian Grammar*, N. Y., Henry Holt & Co., $1.25.

Readers

T. D. Bergen and G. B. Weston, *An Italian Reader of Nineteenth Century Literature*, Ginn, $1.00.

B. L. Bowen, *Italian Reader*, Heath, $0.96.

Annotated Texts

J. D. M. Ford, *Romances of Chivalry in Italian Verse*, Holt, $2.00. Selections from the *Orlando*, the *Spagna*, and from Pulci, Boiardo, Berni, Ariosto, and Tasso.

C. K. Moore, *Three Prose Writers of the Italian Renaissance*, Heath, $1.00. Selections from Boccaccio, Castiglione, and Machiavelli.

E. H. Wilkins and R. Altrocchi, *Italian Short Stories*, Heath, $0.72. Stories by Serao, Deledda, Fogazzaro, Fucini, Verga, and d'Annunzio. Vocabulary.

Carducci, *Selections*, ed. A. Marinoni, Jenkins, $0.90. Vocabulary.

[1] The W. R. Jenkins Company has now gone out of business. Its publications are handled by Brentano's, New York. Several of the Italian publications formerly issued by Jenkins are now out of print: Comba's *La lingua italiana*, Marinoni's *Grammar* and *Reader*, Barrili's *Una notte bizzarra*, and De Amicis' *Alberto*. Of the other Jenkins publications listed in this article only a limited number of copies—from 100 to 300 each—remain.

Castelnuovo, *O bere o affogare*, and Pirandello, *Lumìe di Sicilia*, ed. E. Goggio, Ginn, $0.40. Vocabulary.

Dante, *Divina commedia*, ed. Grandgent, Heath. In one volume, $2.40; in three volumes, $1.32 each.

De Amicis, *Camilla*, ed. T. E. Comba, Jenkins. Paper, $0.35; cloth, $0.50.

Cuore, ed. O. Kuhns, Holt, $1.00. Abridged.

Fortezza and *Un gran giorno*, ed. Comba, Jenkins. Paper, $0.35; cloth, $0.50.

Un incontro, ed. Ventura, Jenkins. Paper, $0.35; cloth, $0.50.

Farina, *Fra le corde di un contrabasso*, ed. Comba, Jenkins. Paper, $0.35; cloth, $0.50.

Fogazzaro, *Pereat Rochus*, ed. A. De Salvio, Heath, $0.48. Contains also *L'ultima idea di Ermes Torranza*. Vocabulary.

Goldoni, *Un curioso accidente*, ed. Ford, Heath, $0.36.

La locandiera, ed. J. Geddes, Jr., and F. M. Josselyn, Heath, $0.48. Vocabulary.

Il vero amico, ed. Geddes and Josselyn, Heath, $0.52. Vocabulary.

Manzoni, *I promessi sposi*, ed. Geddes and Wilkins, Heath, $0.72. The first eight chapters, abridged. Vocabulary.

I promessi sposi, ed. M. Levi, Boston, Silver, Burdett and Company, $1.28.

Testa, *L'oro e l' orpello*, ed. C. H. Thurber, Heath, $0.32.

Composition

C. H. Grandgent, *Italian Composition*, Heath, $0.56.

Conversation

M. C. Catalano, *Italian Conversation*, Toronto, The Copp Clark Co., $0.75.

A. L. Frothingham, *Simplified Italian Manual*, Princeton, Princeton University Press, $0.50.

University of Chicago.

NOTES ON THE INTONATION OF SPOKEN FRENCH

By CLARA STOCKER

IT IS a recognized fact that every language has a melody of its own. All who have given attention to the study of spoken French, recognize this music, without which the most perfect reproduction of vowel and consonant sounds leaves the ear unsatisfied, and fails to seem convincingly French. It is as though one were to play correctly all the notes of a musical composition with no hint of interpretation.
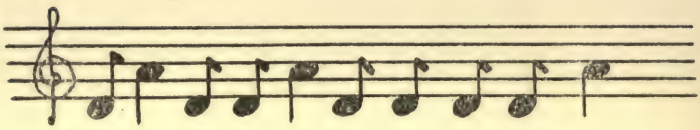
How can a foreigner acquire the music of spoken French? Very little has been written on the subject. Daniel Jones' book, "Intonation Curves", which has texts accompanied by a curved line on a musical staff, is published in Germany, and difficult to obtain. *Les Trois Dictions* by Georges Berr and René Delbost contains some illuminating chapters on the subject, namely: "Les Intervalles de la Voix," "La Notation de quelques Inflections," and "De la Tonalité."

These chapters gave me the idea of jotting down in musical notation, during lectures, or at the French theater, such phrases as I was able to capture from speakers, actors, or from French people around me.

The following remarks and illustrations are the result of work done in this way. They are fragmentary and do not pretend to cover the ground, but are offered merely as an indication of what may yet be done in the field of French intonation and diction. The examples of intonation should be spoken, not sung. One may sing them first with the aid of a piano, then speak them following the melodic lines as nearly as possible. If this results in the intervals being slightly diminished or augmented, the illustrations will not necessarily lose their value. The important thing is to keep the design.

1. In ordinary, rapid narration, the voice generally rises a fourth, fifth or sixth on the last syllable of a stress group.

(a)

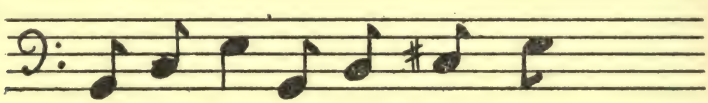


Valère, qui a vu ce qui se passait.

and descends about a fifth at the end of a sentence.

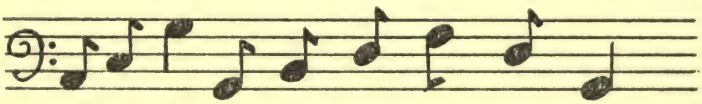
2. In slower speech, the voice often rises by degrees on the last two or three syllables of a stress group.

(a)



C'est pour ça que nous avons
(deux verbes.)

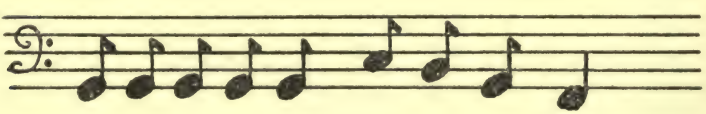
(b)



Je suis sûr que vous savez (pourquoi.)

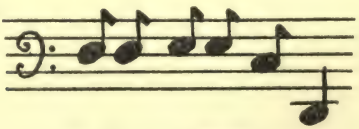
At the end of a sentence, the descent may likewise be gradual.

(c)



(il se nourrissait) comme il pouvait.

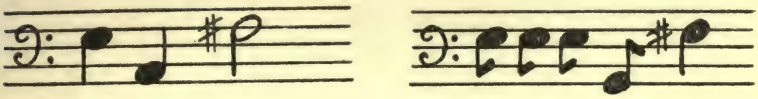
(d)



et la fidélité.

3. In animated narration or conversation, the voice, before rising on the last syllable, may descend on the next to the last syllable of a stress group.

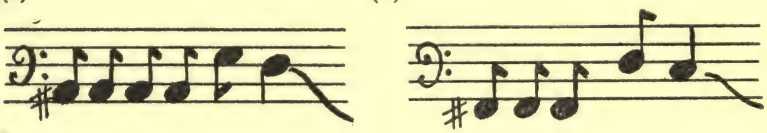
(a) (b)



en un mot, heureusement pour lui,

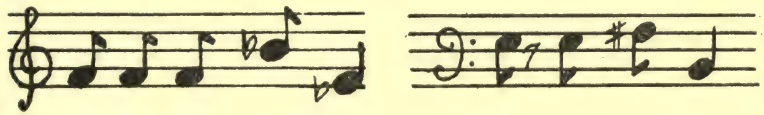
Likewise, at the end of a sentence, the voice may rise before the final descent.

(c) (d)



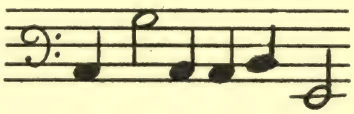
essentiellement sévère. doit se faire sentir.

(e) (f)



je viens vous parler. moi, je l'ai vu.

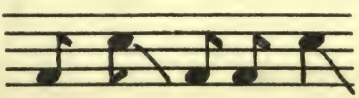
(g)



je veux qu'on soit sincère
"Le Misanthrope" Act I, Scene 1

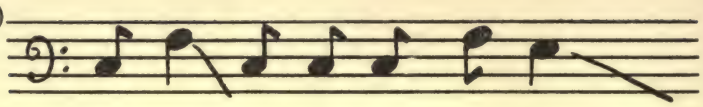
4. Note the slide down, in (c) and (d) of the last paragraph. This slide from a high note often denotes emphasis.

(a)



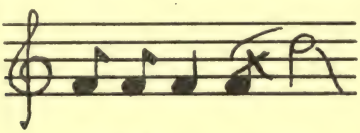
Ces maîtres de tout ordre

(b)



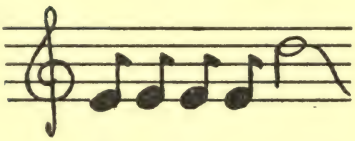
Les fleurs ne sont pas pareilles.

(c)
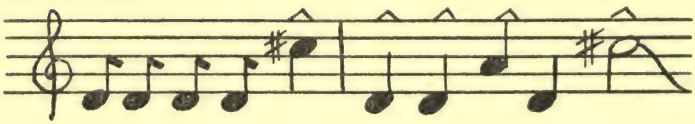


on m'la dit hier!

(d)



Elle était toute seule!

(e)

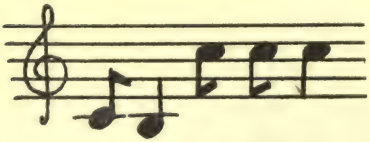


Je n'ai pas l'adresse! Je n'ai pas l'adresse!

The last illustration, (e) represents the intonation used by a woman who was emphatically relating a very embarrassing circumstance.

4. Asperity often causes the voice to leap up an octave or more, with a breaking off of the voice on the high note. No descent or slide.

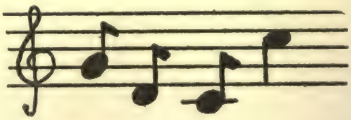
(a)



Mais non, Mad'moiselle

(Mademoiselle has been guilty of an unreasonable question.)

(b)



Quel animal!

(Mariane at seeing Orgon L'Avare, Act III, Scene I)

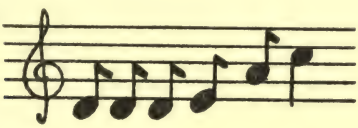
(c)



Gardez la bague!

(Frosine impatient, L'Avare Act III Scene XII.)

(d)
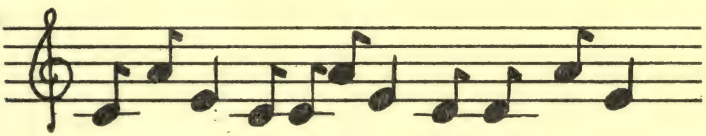


Aidez-moi donc, au moins, à en épouser un autre

Marceline, Mariage de Figaro, Act III, Scene IV.)

5. A characteristic melody, used often in enumeration, begins on a low note, rises a sixth, more or less, and descends at the end of a stress group about a fourth. The intervals vary, of course, but the design remains the same. The rise is always on the next to the last syllable. This intonation is one of the first to be noticed by foreigners, because of its markedly musical quality.

(a)
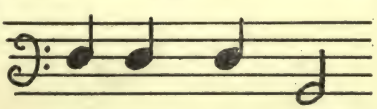


des p'tit pois, des haricots, des pommes de terre.

Another enumeration melody resembles the first example given here, with a marked rise on the last syllable of the stress group. See illustration 1, a.

6. A lecturer heard last winter, uttered the phrase,

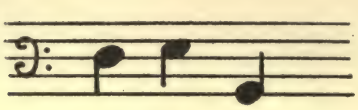
(a)



eh bien, je crois,

Later on, becoming more animated, he said,

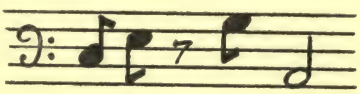
(b)



et je crois,

with a rising of the voice on the next to the last syllable. A much livelier speaker said

(c)



eh bien, je crois

Still another, whose discourse was, for the most part, in a minor key, said:

(d)



et je crois

descending a fourth instead of a fifth. All of these examples show a downward interval at the end of the stress group; all but one rise before the final descent, illustrating the same principles of intonation. They show that two or more French people interpreting a phrase in the same manner, thereby using the same approximate intonation, do not necessarily speak in the same key, nor use precisely the same intervals. This bears out what was said at the beginning of this article. It is extremely difficult to read the examples with a speaking voice, and keep the intervals just as they are written. The main thing is the melodic design.

As for the examples quoted from the stage, it is recognized that other actors interpreting the passages differently, would use different inflections of voice. There is therefor nothing arbitrary about the illustrations given. They are simply offered as examples of the intonation of certain phrases and types of phrases, and are authentic as far as melodic design is concerned, having been taken directly from the utterances of French people.

Paul Passy says (Les Sons du Français, page 68) that in singing, each syllable is pronounced on a given note, and in passing from one tone to another, the voice bounds without intermediate tones; while in speech, the voice glides by imperceptible degrees over all the tones lying between the notes on which two syllables are pronounced. That is one reason why such illustrations as are submitted here lose their value when sung. If one speaks them one necessarily and unconsciously supplies these vague intermediate tones. Another reason is, obviously, the difference in quality between the singing and the speaking voice.

As a stressed syllable is always accompanied by a rise or fall of the voice, I have found that pupils with a tendency to accent the first syllable of a French word, often find it easier to overcome this fault when the teacher emphasizes the intonation of a phrase rather than the accent.

401 Temple Bldg.
Duluth, Minn.

Query and Answer

All Queries and Answers should be addressed to Thomas E. Oliver, Urbana, Illinois. Each query will be run for two issues; if no answer is given, it will then be withdrawn, but may, upon request, be reinserted later.

QUERIES

7. What information is to be had on: a) French actors or companies of actors playing in America in the French language? b) The influence of French drama on American drama?

8. Will some one list the best class-texts of French, German and Spanish history, the so-called "Historical Readers"?

We will give in the next issue what material has been found, meanwhile urging our correspondents to send us more data.

9. What "Informational" books suited to class reading and dealing with the customs and manners of France, Germany, and Spanish countries are published by American firms?

Much material of this kind has already been found. It will be listed in the near future.

10. Will the JOURNAL *give a brief bibliography of Portugal and of the Portuguese language? The growing importance of Brazil internationally would seem to warrant more attention in this direction.*

11. Will some one suggest a working library for use in connection with the proposed exchange of letters between French and American secondary school pupils under the George Peabody Foundation for International Educational Correspondence? Also a like apparatus for similar correspondence between American and Spanish-speaking pupils?

ANSWERS

2. Can one give a list of the best scientific readers available in this country in French, German and Spanish?

See the *Journal*, Vol. III, pp. 335–337 for previous answers to this question.

A Spanish reader has since been called to our attention, *A Reader of Scientific and Technical Spanish* by Cornélis DeWitt Willcox, Professor in the U. S. Military Academy. 588 pp. New York (Sturgis & Walton) 1913.

This reader has been called excellent by our correspondents. "It contains a technical vocabulary and deals with physics, chemistry, mining, bridges, railroads, surveying, topography, geography, the automobile, aeronautics, submarines and the Spanish-American War."

—The same correspondent calls our notice to "one of the very best German chemical readers: *Chemical German*, by Dr. Francis C. Phillips, XI–241. Easton, Penn. (The Chemical Publishing Co.) 1913. $2. It contains the necessary technical vocabulary and is intended for advanced students.

Other French scientific readers are:

—*Popular Science*, edited and annotated by Jules Luquiens, 12°. 207 pages of text; notes, pp. 211–252; no vocabulary. Boston (Ginn & Co.) 1895.

—*An Elementary Scientific French Reader* by P. Mariotte-Davies. 60 pages of text; notes, pp. 63–77; dictionary, pp. 81–132. 12°. Boston (D. C. Heath) 1897.

—*Causeries Familières sur les Grandes Découvertes Modernes* par E. Müller; edited with notes, vocabulary and appendices by F. E. B. Wale. (Text 39 pages; notes, pp. 40–78) Boston (D. C. Heath) 1893.

—*A Spanish nautical phrase book and reader* has been issued in a second edition by the Department of Modern Languages of the United States Naval Academy, Annapolis, Maryland, 1919. 12°; 149 pages+folded inserts. $1.50. This book might well be used as a supplement to the Willcox reader mentioned above.

3. What material published by American firms is available for the instruction of very young pupils in German, in Spanish, in French?

See pp. 282–285 of Vol. III of the *Journal* for partial answer.

Other material is as follows:

—*Features of French Life* by Frank R. Robert (Whitechapel Foundation School). Prefaces by Walter Rippmann. Sim-

ple illustrations by the author and by J. A. Symington. Two parts: First Part VIII–84 (Fourth edition, July 1913); Second Part X–94 (Preface Nov. 1, 1904). 16°. E. P. Dutton & Co., New York. Graded questions and answers in the running text.

—*Cartes de Lectures Françaises pour les enfants américains* by Agnes Godfrey Gay. Privately printed; no longer (1919) available. Wall charts with pictures and simple sentences. Used at the University Elementary School, Chicago. It is to be hoped that a new edition may be forthcoming.

—*Mon livre de Petites Histoires* by Agnes Godfrey Gay. $1. Published originally by the Wm. R. Jenkins Co. of New York but now out of print. Used in the University Elementary School, Chicago. Brentano's has taken over the Jenkins books. It is to be hoped that a new edition may be printed.

—*Contes et Légendes*. Première Partie by H. A. Guerber. 60 cents. American Book Co.

—*French Plays for Children* by Josette Eugénie Spink. 35 cents. D. C. Heath. 1916. Seven plays based on French legends and folk lore. Vocabulary.

—*Petit Théâtre des Enfants* by Florence Eveleen Elenore (Olliffe) Bell(=Lady Hugh Bell). 75 cents. Longmans, Green and Co. 1918.

—Hotchkiss, Louise Chapman, *Le Premier Livre de Français*. D. C. Heath (copyright 1895) 12°; 16+63 pages.

—For somewhat older pupils Ginn and Co. have just published (May 1919) *Le Français pour Tous par la Méthode Directe* by Noëlia Dubrule. Illustrations by W. H. Pierce. 12°; XXII–259. 96 cents. This book is very attractive.

The following were published quite a while ago but still have value:

Mrs. Barbauld's *Lessons for Children*. With a new French translation on opposite pages. Arranged according to Marcel's System of studying languages by I. de Veitelle. 65 cents. D. C. Appleton.

—Madame De Peyrac's *French Children at Home*. An introduction to *Comment on parle à Paris* by the same author. 12°. 80 cents. D. C. Appleton.

—*Les Premiers Pas dans l'Etude du Français par la Méthode Naturelle* par C. Moutonnier. Freely illustrated. 12°. 197 pages. New York (Henry Holt; F. W. Christern); Boston (Schoenhof) [1882].

—Pylodet's *Gouttes de Rosée. Petit Trésor poétique des jeunes personnes.* 18°. 188 pages. Henry Holt.

—Pylodet's *La Mère l'Oie. Poésies, Enigmes, Chansons et Rondes enfantines.* 8°, 80 pages. Illustrated. Henry Holt.

Not so available because published in England are the following which have been found excellent:

—*Little French Folk.* A First Book in French for little children written in everyday speech of little French children by Charles Talbut Onions, M.A. With simple illustrations by John Williamson. Second edition, preface dated 1905. London (Horace Marshall & Son, Temple House and 125 Fleet St., E. C.).

The same firm of Horace Marshall & Son has a series of juvenile French books by Violet Partington, French mistress at the Queen's College School. These are as follows:

—*Des Vacances à Paris.* Second year reading book describing the adventures of a little English girl on a visit to some French relations in Paris. Illustrated. 1s. 6^{d}.

—*"Les Deux Fées" and other French plays for little Children.* Five short plays. 9d.

—*Dans le Royaume des Fées.* A second series of French plays. 9d.

—*Récitations et Poésies.* With phonetic transcript opposite the print, and 60 charming pictures by A. M. Appleton. 2s.

Henry Frowde and Hodder and Stoughton of London publish *My very first French Book.* Colored illustrations. 28 lessons; 32 pages. 12°.

The Clarendon Press (Oxford, England) issue an attractive book for beginners of 10 to 12 years of age: *Mon Premier Livre de Français* by F. M. S. Batchelor. Illustrated by E. A. Pike. 8°. Pp. 182. 60 cents. (With phonetic transcription of Chapters I–XV. 90 cents. Phonetic transcription separately, illustrated, 40 cents.) 800 word vocabulary. 1915.

In German the following juvenile books are known to be good:

—*Des Kindes Erstes Lesebuch* by Karen Monrad Jones. D. C. Heath. Illustrated. VI–85 pages. 40 cents. This is in grade just above a primer. A correspondent writes enthusiastically about this book and its stimulating effect upon pupils of about 10 or 12 years.

—The American Book Co. issue the *Fick Series* by H. H. Fick, a teacher of long experience. These books are as follows:

1. *Ich und Du. Ein Buch für die Kleinsten.* Pp. 80.
2. *Dies und Das. Ein Buch für die Kleinen.* Pp. 64.
3. *Hin und Her. Ein Buch für die Kinder.* Pp. 90.
4. *Neu und Alt. Ein Buch für die Jugend.* Pp. 125.
5. *Hier und Dort. Ein Buch für die reifere Jugend.* Pp. 272.

These books have numerous and attractive illustrations many of them in colors.

—A juvenile book from an English firm, Horace Marshall & Son of London, is *Deutsche Sagen*, edited by Marguerite Ninet. Illustrated. 1s. 6d. Four stories based on mediaeval legends. For children in their third year of German.

In Spanish the following juvenile books have come to our attention:

—*Primer Libro de Lectura* by Walsh. D. C. Heath. 1919. 52 cents.

—*Lectura Infantil. Libro segundo de Lectura.* Pp. 173. D. C. Heath. 1918. 48 cents.

—*Primeras Lecciones de Español* por Carolina Marcial Dorado. 12°. XVI–307, Ginn & Co. Copyright 1918.

—We have already called attention to the Worman series of juvenile books. The latest is the *New First Spanish Book* by J. H. Worman. 12°. VI–127. American Book Co.

—A beautifully illustrated book in rich colors is published by the Buenos Aires firm of Angel Estrada y Cia [1914]. It is called "*La Base*; *libro primario infantil* por José A. Natale. Adaptado al programa vigente." This book might well be taken as a model of what a child's book should be.

6. Does anyone know if perception cards similar to Youngs' Latin Perception Cards (published by the American Book Company) are available for the modern foreign languages, and, if so, where they may be obtained?

See an interesting article by Amelia F. Gianella, "The Use of Flash Cards for Drill in French," M. L. J., I, pp. 96–99. The value of such cards is clearly demonstrated.

See M. L. J. III, p. 281, for further discussion of the value and need of such cards.

There came recently to our attention a card-device entitled *Verb-Training. Practice Cards for Verb-Study in Foreign Languages*, designed by Leo R. Lewis of Tufts College. For sale by The Tufts College Bookstore, Medford, Massachusetts. These cards are 72 in number, 3½ by 2½ inches in size. Serial numbers in the corners run from 1 to 72; 73 to 144; 145 to 216; 217 to 288, there being two numbers to each side of every card. Following each number is a tense form in English calling for the equivalent in the foreign idiom. The tense forms increase in difficulty with the serial numbers. The basic idea in the use of these cards is instantaneous response as the sole proof of practical knowledge. A resourceful teacher could utilize these cards in many practical ways to relieve the monotony of verb-drill.

NEW YORK STATE MODERN LANGUAGE ASSOCIATION

By ARTHUR G. HOST

THE eleventh annual meeting of this association was held at Albany on November 25 and 26. The program, as prepared by the President, Dr. Jonas, was an exceptionally full and strong one, and the large number present and the keen interest manifested augur well for the future of language instruction in the state.

TUESDAY, NOVEMBER 25, 9 A. M.

Report of Committee on Texts.
Report on Journal, Professor A. Busse, Hunter College.
Report on N. E. A. Meeting and National Federation.
"The Use of Phonetic Symbols in Teaching French Pronunciation," Professor Anna Woods Ballard, Teachers College, Columbia University.
"The Study of German. How and Why," Professor Robert H. Fife, Jr., Wesleyan University.
"The Teaching of Spanish and Our Relations with Latin America," Professor J. P. Wickersham Crawford, University of Pennsylvania, and Military Attaché to the U. S. Legation at Colombia.
"Diagnosing Language Ability," Professor Truman L. Kelley, Teachers College, Columbia University.
General Discussion, led by Dr. Charles F. Wheelock, State Education Department.

TUESDAY, 1:30 P. M.

"Modern Languages in the American High School," President John H. Denbigh, Packer Collegiate Institute.
"The Place of the Corporation School in our Educational System," F. C. Henderschott, Educational Director of the New York Edison Company, and Managing Director of the National Association of Corporation Schools.
"Good and Bad Reasons for Studying Modern Languages in School," Professor Calvin Thomas, Columbia University.
"The New Need for Modern Languages in Our Public Schools," Dr. Philander P. Claxton, U. S. Commissioner of Education.

"Motive and Method in Modern Language Teaching—A Friendly Critique," Dean Thomas M. Balliett, New York University.
"Experience with Oral Examinations in Modern Languages," Mr. Philip M. Hayden, Columbia University.
General Discussion, led by Dr. James Sullivan, State Historian.
5:00 Round Tables for French, German, and Spanish:
French Round Table, Professor Florence D. White, Vassar College, Leader. "Fostering and Maintaining Good Relations with France by Student Correspondence and Other Means," Mr. Glenn M. Davis, Albany High School, and Professor A. S. Patterson, Syracuse University. Question-box. Class Room Hits and Hobbies.
German Round Table, Professor W. C. Decker, State College for Teachers, Leader. "Critique of Regents' Examinations," Professor F. W. J. Heuser, Columbia University, and Mr. Charles H. Holzwarth, West High School, Rochester. Question-Box. Class Room Hits and Hobbies.
Spanish Round Table. Miss Catherine A. Eastman, State Education Department, Leader. "The Study of Grammar After the First Year," Professor R. H. Keniston, Cornell University, and Professor Jesse F. Stinard, State College for Teachers. Question-Box. Class Room Hits and Hobbies.
6:30 Get-Together Dinner.

WEDNESDAY, NOVEMBER 26, 9 A. M.

"The Outlook for Modern Language Instruction after the War," Professor David Snedden, Teachers College, Columbia University. (To be read.)
"The Balance Between Cultural and Vocational Teaching," Professor H. Keniston, Cornell University.
"A Possible Basis for the Successful Teaching of the Modern Languages," Miss Ella Adeline Busch, High School of Commerce, New York.

Professor Ballard emphasized the fundamental importance of a correct pronunciation at the very beginning of the first year; spoke of the value of oral work, and pointed out the great help to be derived from the use of phonetic symbols.

Professor Fife presented a strong brief for the teaching of German in our schools, many of which have suffered as a result of the banishment of this subject, admittedly well taught. German will be necessary not only for economic and scientific reasons (as pointed out in the Report of the British Commission) but also for a cultural or sociological reason; German will be the

medium of dealing with and understanding other nations than Germany. We shall need to emphasize usability of the language, oral training, and thoroughness.

Professor Crawford traced the development of our interest in Spain, Mexico, and South America, and in the Spanish language; the last due to the wars of 1898 and 1914 and to the building of the Panama Canal. Our business with South America has suffered through ignorance, on the part of salesmen, of the language and geography. While not many will have practical use for the language, an intelligent opinion of the peoples to the south of us will be valuable. The speaker recommended that the reading matter of the first two years deal with South America. Oral work and writing were emphasized.

Dr. Wheelock stressed the knowledge of vocabulary and grammar as essentials of a practical reading ability. The function of the public school is to furnish a general education rather than to prepare for any particular trade.

Professor Kelley demonstrated with charts the use and results of tests for determining intellectual power in general and language ability in particular. Prognosis tests, given before a pupil is to begin a foreign language, will show the probability of his success or failure; these results are later compared with those of diagnostic tests, as a check, and usually show fair agreement. Tests of the National Research Council were recommended for elementary subjects, and the Briggs Analogies Tests as prognosis for foreign languages.

Mr. C. F. Henderschott traced the growth of the corporation school, which was started about twenty years ago and developed more fully within the last six years or eight. These schools make for intelligence and democracy in business establishments. Business methods and commercial geography are emphasized; knowledge must be definite, accurate, and useful.

President Denbigh referred to the great advance made in modern language instruction in the last fifteen years. A problem at present is to eliminate waste. Vocational and other values should be weighed. Foreign languages are taught to too many who will have no use for them. Tests for determining a pupil's ability were approved, particularly tests in English grammar, and the pupil should be advised whether or not to take up the

study of a foreign language. Dr. Denbigh spoke of correct methods and helpful devices in teaching, and of the proper preparation of the teacher. French, German, and Spanish should be included in the curriculum; Spanish should not be over-emphasized.

Commissioner Claxton stated the view of the administration, as follows: (1) instruction in our schools should be given in English; (2) there should be no attempt, in the elementary public schools, to teach a foreign language in the first six years; (3) from the seventh grade on, there should be no prohibition on teaching any foreign language; (4) we should insist that all teachers in the United States believe in democracy and in the Constitution, so as to prepare students for citizenship. The need for foreign languages for commerce, industry, and citizenship was fully and eloquently presented: (1) We must prepare to deal with the tradesmen of all parts of the world, and success will depend largely on our ability to use their language. (2) The world is looking to us for aid in reconstruction, and engineers who can make themselves understood will be needed. (3) Isolation is gone; we need to understand all other peoples, by reading what is written in the foreign languages; we should certainly know German. We need more time for language; the junior high school is the place in which to begin.

Dean Balliett warned us not to rush into literature, drama, and poetry, but to study the knowledge of life and customs of the people. For scientific use, French and German are necessary. Useful vocabulary should be taught; and pupils should *hear* a great deal before being expected to *speak*. More time—six years—is needed, with extensive reading.

Mr. Hayden described civil service examinations for court interpreters and postal censors during the war. These tests were intensely practical, aural, oral, written; interpreting the spoken language, writing from dictation, and reproducing from memory a passage read by the examiner.

Professor Keniston showed that the "cultural" aim reaches only about one-tenth of the class, and the other extreme, vocational, only one-tenth. The real purpose is the understanding of the foreign people. A general vocabulary should precede any special use. We need (1) enthusiasm, based on (2) knowledge, to

(3) act as interpreters of the peoples of whom we are studying, to see their point of view.

Miss Busch advocated an opportunity for the study of more languages, but not indiscriminately. What language, if any, a pupil is to take, should depend upon his ability and upon the probability of his use for it. To determine ability, tests by Briggs, Handschin, and Wilkins were recommended.

Among the resolutions passed by the association was the following: "*Resolved*, That the New York State Modern Language Association notes with pleasure the attitude of the United States Bureau of Education toward the study of foreign languages in our high schools, as expressed in Dr. Claxton's inspiring address; and, furthermore, this Association pledges itself to foster and encourage, as far as possible, in the instruction in the modern languages, the aims and purposes indicated in the address."

The election of officers for 1919–20 resulted as follows: President, Arthur G. Host, Troy High School, Troy; Vice-Presidents, James F. Mason, Cornell University, and Jesse F. Stinard, State College for Teachers, Albany; Secretary and Treasurer, Catherine A. Eastman, State Education Department, Albany; Board of Directors, Anna Woods Ballard, Teachers College, Columbia University; Felix A. Casassa, Hutchinson Central High School, Buffalo; and J. B. E. Jonas, DeWitt Clinton High School, New York.

Notes and News

The response to an appeal for some one in each state to act as correspondent for the *Journal* (see the October issue, editorial comment) has not been great. The present editors are learning afresh daily how difficult it is to get authentic news from the field, especially from the secondary schools. However a few generous souls have been found. We publish their names here both as examples of what some forty other persons should be doing, and to beg our readers within their respective territories to communicate to them all items that should reach subscribers to the *Journal*:

Arkansas, Fannie A. Baker, Fort Smith High School
California, I. C. Hatch, Polytechnic High School, San Francisco
Iowa, Chas. E. Young, State University, Iowa City
Kansas, Mabel Duncan, Senior High School, Arkansas City
Louisiana, L. C. Durel, Tulane University
Nebraska, Abba Willard Bowen, Peru State Normal School
New York, Charles H. Holzwarth, West High, Rochester
Ohio, E. B. de Sauzé, Director of Modern Languages, Cleveland
Oklahoma, Faith Goss, Central High School, Tulsa
South Dakota, Caroline Dean
Wisconsin, B. Q. Morgan, University of Wisconsin, Madison

According to a press report of December 5, the Association of Colleges and Secondary Schools of the Southern States went on record as favoring the teaching of German in institutions from the high schools up. The President is reported to have said that it would be folly not to teach the language as otherwise "we could not understand what Germany is doing in a scientific way."

The Business Manager wishes to make of the Journal a medium through which teachers of modern languages may find positions and school authorities may secure teachers. To this end he will start a new department in the advertising pages where such wants may be briefly announced at a moderate rate. Persons interested are requested to communicate with him.

Messrs. Duflos, Kenngott, and Purin, all well known to teachers of modern language, announce the founding in Milwaukee of the Modern Language Press, to publish a new series of texts, consisting of short stories edited with abundant direct method apparatus. The first of the series to come off the press was

Le Premier avion of René Bazin which has been followed by *Criquette* of Halévy.

The semi-annual meeting of the Connecticut branch of the New England Language Association took place in Hartford in the high school library on December 13th last. This meeting was without doubt one of the most instructive and enjoyable which we have on record. It was characterized by a large attendance of college and high school instructors, enjoyable papers interestingly presented and freely discussed. Miss Blanche Darling of the Hartford High School discussed "Teaching Phonetics." Aside from the special value of phonetics to the foreign language, Miss Darling stressed the benefit of the drill to the pupil in bringing his attention to the correct pronunciation of his mother tongue. Professor Eugene S. Clark of Wesleyan University, read a paper on "The American School Detachment in France." Among other interesting points brought out by Mr. Clark was that the amount of French acquired by the Americans participating in this scheme was by no means noticeably large. Professor Albert Feuillerat of the University of Rennes and visiting professor at Yale University gave a very interesting address on "L'Éducation française après la guerre." Professor Feuillerat discussed French education, what seemed to be its good points and its drawbacks, and the changes which would probably be brought about by the results of the war. An item of interest to not a few was that the salary of teachers in France had recently been increased two hundred or even three hundred per cent. The afternoon session was opened by Mr. Paul R. Temple of the Choate School with "A Discussion of the College Entrance Board Examinations in German." Mr. Temple discussed the various papers set in June, 1919, and their appropriateness as examinations. A general discussion of the papers followed Mr. Temple's address. The session closed with a pleasing talk in Spanish by Señor Andres Guilliano of the New Britain High School on the "Vida y costumbres españoles."

T. F. T.

TO TEACH the sequence of tenses in Spanish in an effective and variable manner, we submit herewith our actual scheme by means of the *sliding synopsis*:

Deseo que tú aprendas el español
Deseabas que él aprendiese (aprendiera)
Deseó que nosotros aprendiésemos ()
Desearemos que vosotros aprendáis
Desearíais que ellos aprendiesen ()
Han deseado que yo aprendiese ()
Había deseado que tú aprendieses ()

Or, to teach compound tenses of the subjunctive:

Deseo que tú hayas aprendido el castellano
Deseabas que él hubiese (hubiera) aprendido . .
Deseó que yo hubiese () aprendido . .
Desearemos que vosotres hayáis aprendido . .
Desearíais que ellos hubiesen () aprendido . .
Había deseado que tú hubieses () aprendido . .

It will be seen that this procedure permits of many possibilities. If we begin the verb of the main clause with the first person singular present, we close with the first person singular pluperfect, while the verb in the dependent clause will commence and end with the second person singular. Commencing with the 3 p. s., we finish with the 3 p. s., etc. Indeed, we may start with any person, number, or tense in the main clause and mutate accordingly person and number in the subordinate clause, with due regard to the sequence of tenses.

Jamaica High School,
New York City.

CARL A. KRAUSE

Members of *El Ateneo*, the Spanish club of the University of Kansas, presented *Las solteronas* recently to an audience of students of Spanish in the theater of Green Hall. The parts were taken by Kay Warring, Anita Humphrey, Katherine Robertson, Otto Haelsig and Leland Shout.

The fourteenth annual High School Conference at the University of Illinois, November 20, 21, and 22, 1919, had unusual interest for teachers of modern languages. There was a morning session on the 21st of the "Modern Language Section," and a joint session in the afternoon of all "The Language Groups."

At the morning session Miss Blenda Olson of Macomb presided. The first paper, "The George Peabody Foundation for International Educational Correspondence," by Thomas E. Oliver, has since been published in the *Journal* for November, 1919. The third paper, "Teaching Vocabulary by the Direct Method," by Arthur G. Bovée, may also be found in the *Journal* for November, 1919. The second paper by Miss Eunice Prutsman was of the nature of a report from her as representative of the Modern Language Section in the Committee on Curriculum Reconstruction of the Conference. Miss Prutsman spoke of the status of modern languages in future curricula of our high schools, and declared that we must be fully aware that modern languages as a study are under fire, that reputable critics such as President Butler and others have said certain distressing things about our work, and that it behooves us to meet these attacks firmly and

resolutely, if modern languages are to retain the rank in the curriculum which we think they deserve. It will not do to ignore these criticisms. Rather must they be analyzed most carefully so that truth may be separated from exaggeration. Miss Prutsman then proceeded to stress the several criticisms and to suggest possible rebuttals.

A fourth paper by Olin H. Moore, "Oral Work for Beginners in French," emphasized the importance of phonetics in teaching pronunciation, and attacked in an amusing way the methods hitherto most in use. The absurdly poor work now done by ill-prepared teachers, many of whom have little idea of correct pronunciation themselves, is a most serious menace to the position of French in the curriculum. A fifth paper, "The Spanish Problem," by John Van Horne was not read for lack of time, but will doubtless be printed in the proceedings of the conference.

In the afternoon a meeting of all the language sections was held, Dean K. C. Babcock of the College of Liberal Arts and Sciences, University of Illinois, presiding. The subject of discussion was the report of the Interlocking Committee on the Co-ordination of Language Study for the High Schools of Illinois (printed in the Proceedings of the High School Conference at the University of Illinois in November, 1918; reprinted in part in *Hispania*, Vol. II, pp. 119 ff., May, 1919). The chairman of the committee, Prof. J. D. Fitz-Gerald, University of Illinois, presented the report; addresses were delivered by Professor W. J. Grinstead, Kentucky State Normal School, Richmond, Ky., for Latin; President J. Stanley Brown, Normal School, DeKalb, for Modern Languages; Professor D. K. Dodge, University, for English, and there followed an animated discussion, in which the chairman of the meeting and many teachers both of the classical and of the modern languages, participated. The recommendations which aroused most of the discussion concern the order in which the various languages should be taken up; the committee recommends that in every case Spanish shall be the first foreign language studied, and that it shall be begun in the first year of the high-school course, to be followed, in the case of a six-year college preparatory course, by Latin, French and German, in a four-year college-preparatory course by Latin and French, in a six-year non-preparatory course by French and German, in a four-year non-preparatory course by French. Insistence was laid in the report on the desirability of having the language curriculum uniform in all high schools, and on the necessity of devoting adequate time to language study. This latter point was tacitly assumed in the discussion, but there was practically unanimous opposition to the order suggested for taking up the various

languages; and the chairman of the committee himself, while advocating the postponement of Latin until after a modern foreign language has been begun, stated that he would have no objection to the adoption of French as the first foreign language, to be followed by Latin and Spanish. In the discussion, it was pleasant to note that teachers of the classics emphasized the importance of French, and its educational as well as its practical value; while specialists in the modern languages recognized the fundamental importance of studying Latin. No motion was put before the meeting, and no decisive action was taken, but the impossibility of putting the committee's plan into general operation was made evident; it was repeatedly suggested, however, that experiments might be tried in suitable schools, to determine the results of different forms of language curricula. It was also made evident that whatever differences of opinion they may have among themselves, all language teachers can and must stand together in resisting attempts to belittle the importance of language study and to cut down (as the Reviewing Committee of the N. E. A. is attempting to do) the already inadequate amount of time allotted to it in our schools. This is true not only from the point of view of the mental development and culture of the individual, as opposed to the mere training of his hands, but also with regard to the necessity for us as a nation to have a more intelligent knowledge of foreign nations than in the past.

Guiding Principles for a Syllabus in Modern Languages for Junior High Schools.—The New York State Examination Board is actively engaged in the work of preparing syllabi in the various subjects of the junior high school, or intermediate school. The sub-committee on modern languages is composed of Messrs. Jonas, Price, Holzwarth, and Wilkins. At a recent meeting of the sub-committee the following recommendations were formulated:

1. That the two years of foreign language work in high schools be spread over three years of the junior high school program, beginning with the seventh school year.

2. That the length and frequency of the recitation periods in foreign languages and the dignity of the subjects be on a par with the major subjects, such as English, mathematics, and science.

3. That foreign languages be an elective subject.

4. That "predetermination tests" be established as soon as possible and administered to all pupils electing or desiring to elect a foreign language in the seventh school year.

5. That the three-year Junior high school period and the two-year state examination covering it be regarded as tests of the pupil's ability to continue the study of the languages with profit;

that those who secure a bare passing mark at the end of this period be given full regents' credit and be urged to drop the subject; that those who receive a rating between 50 and 60 per cent be allowed credit to the extent of five credits instead of the customary ten credits; and that the regents' test for the elementary course be so modified, if necessary, as to serve this purpose as stated; that it be emphatically urged, however, that this three-year period be a genuine probationary period for the pupil; the language once begun should be continued throughout the entire period, except that two successive conclusive failures at the close of any one year of this period should debar the pupil from all foreign language courses.

6. That in the junior high school no pupil be permitted to begin more than one foreign language, but that he be allowed to choose between Latin and a modern language at the beginning of the seventh school year; but the choice once made should debar the pupil from all opportunity to change the language

How little anyone of us knows about the work of anyone of his colleagues! This remark is prompted by a statement of Professor Schinz in the December *Journal*, page 117, about the choice of texts in the state of New York, under the regency of the University of the State of New York, "organized on the same plan as the old University of France." The fact of the matter is, we have no list of texts, either prescribed or recommended, and have had none since 1913. It is perhaps too much to expect that Professor Schinz should have remembered that fact, although the whole subject of prescribed and recommended texts was aired by me from the same platform from which Professor Schinz spoke, in 1913, namely before the *Congrès de langue et de littérature française*, held at the College of the City of New York by the Federation of French Alliances of the United States and Canada. There I spoke at some length about the inadequacy and inadvisability of formal reading lists, about the principles that should govern the choice of suitable reading texts, etc. These basic principles became, that year, the starting point for two notable actions, towit, the appointment of committees of teachers of the New York State Modern Language Association to canvass the whole field of reading texts, and the revision of the New York State *Syllabus in Modern Languages*. This new syllabus contains no list of prescribed or recommended texts, but does contain a detailed statement of the principles that should guide the teachers in the choice of reading matter. The new method has worked well in practice, especially since modern language teachers in the State of New York are closely organized (there are altogether ten branch associations of the state association) and have abundant opportunity to discuss texts and interchange experiences with

texts in the round-table discussions which form an important part of each program.

WILLIAM R. PRICE.

On page 138 of the December, 1919, issue of *The Journal* is to be found the following: "I do not think I could send you very interesting copy for the *Journal*. Our department of Modern Languages is the same as yours, as all departments of Modern Languages in the United States: the department of lame ducks—the rehabilitation department. When the department expanded, teachers of chemistry, Latin, stenography, English were called in to lend a hand, and when German was abolished most of the teachers of that language were given French or Spanish programs. You would not like to know any more of that pitiful condition. You hear enough of it, I suppose."

To the query, "How many of our readers will maintain that this correspondent's statements are representative?" I for one would say that merely to read the above quotation "makes my blood boil with indignation."

Any scholarly and fairminded teacher of modern languages must admit that in modern language teaching and in modern language teachers of today there is often a deplorable lack, and granting too that the rehabilitation permitted and encouraged in our modern language departments is a serious weakness, I nevertheless assert unequivocally that any "department of lame ducks" has no right to exist for a day. What possible good to the profession can the existence of so characterless a department be and on what grounds has it a right to insinuate itself upon the defenseless pupil? Our correspondent has touched something deeper than the apathetic attitude of an indifferent public that might tolerate such conditions. He has struck hard at the professional pride of many capable, faithful, American teachers all over this land of ours! I regret the untrue and therefore unkind comparison of such a department as he pictures "all departments of Modern Languages in the United States."

As a teacher of French in a large high school wherein I have seen the department of French grow from a few classes directed by two teachers to one comprising several hundred pupils requiring now five teachers (and that number perhaps insufficient), I cannot feel that we in this department are all "lame ducks"—and this in spite of some "rehabilitation" and the usual hindrances and handicaps of public school conditions!

Just here to answer Miss Whitney's query on page 142 of the same issue may further offset the "lame duck" implication.

Miss Whitney asks, "Have any of your former pupils reported as having found their work in the languages useful in their war experience, either here or abroad?"

I answer, "Yes." Various former pupils of mine engaged in war service overseas wrote me during the war and definitely told me how the French they had had was useful and helpful to them then and there. This is the experience of other teachers in our department.

FLORA CAMPBELL.
Yonkers High School,
New York.

The New Jersey Modern Language Teachers' Association held its eighth semi-annual meeting at Rutgers College, New Brunswick, N. J., November 1, 1919.

Dr. Thatcher Clark of the Ethical Culture School, New York, conducted a demonstration class in French composed of twenty-seven college freshmen. Keen interest was manifest on the part of the teachers present, and a prolonged and spirited discussion followed. Dr. Clark, in his theory and practice with regard to certain direct method features of his work, emphasizes the value of lively, constant and systematic chorus work, and in this chorus work lays great stress upon rhythm, repetition, liveliness, and speed, as well as on accuracy in pronunciation.

Miss Harriet E. Mann of the Westfield High School, in her paper on *Aims and Means*, dealt largely with the value of the study of French as a means of cultivating a more intelligent and beneficial appreciation of France on the part of Americans. Apart from the regular class-room study, she pointed out the value, in this respect, of correspondence between pupils of American and French schools.

Mr. L. A. Roux of the Newark Academy in his paper on *A Little Common Sense in Modern Language Teaching* sounded an emphatic note of warning against the danger of making the class-room a mere proving ground for spectacular and superficially attractive theories and hobbies. The bigoted persistence in the practice of some pet theory to the exclusion of everything else that will not fit into the scheme is folly. The language to be taught, not some pet scheme of teaching it, is the objective toward which the sensible teacher concentrates his effort.

Both papers were followed by stimulating and helpful discussion.

There are good prospects that the State Syllabus for Modern Languages, on which a committee has been at work during the past two years, will shortly be ready for publication.

The association is also inaugurating a specific program of activities, through committees, for the consideration of various problems connected with measurements in modern language work, the appointment of a state superintendent of modern language teaching and the exchange of students between French and American schools.

The Pennsylvania State Modern Language Association was organized at Philadelphia, Pa., December 30, 1919. Officers for the next year are: Prof. J. F. L. Raschen (University of Pittsburgh), President; Ellis A. Schnabel, Vice-President; W. D. Meikle, Secretary-Treasurer; Helen Faris, Librarian.

Professor C. E. Chapman, of the Spanish Department of the University of California, left December 21 for Santiago, Chile, to serve as exchange professor at the University of Chile this year.

Professor E. Buceta, of Johns Hopkins University, has joined the Spanish Department of the University of California. He takes the place of the late Professor Ramon Jaen.

The Spanish Department has begun the collection of an endowment fund for the Ramon Jaen memorial prize. Señor Manuelo Mora, the San Francisco tenor, has presented a silver cup to be given as a prize for translations from the Spanish.

Professor Alfred Coester, of New York, is coming to join the Spanish Department of Stanford University.

A number of the modern language teachers of Los Angeles united in purchasing an important collection of charts, maps, large photographs and post cards illustrating France and Spain. This interesting and thoroughly instructive material will be placed on exhibition in small groups in the modern language class-rooms of the city. As the school board is to repay the purchase price, it is proposed to put this money into a revolving fund to be used in securing other desirable modern language material whenever quick action may be necessary to secure it.

Carleton A. Wheeler, of Hollywood High School, has been appointed Supervisor of Modern Languages in Los Angeles. He has also been elected President of the Southern Section of the California State Teachers' Association.

The first regular meeting of the Chicago Chapter of the American Association of Teachers of Spanish was held in the rooms of the Board of Education, Tribune Building, on Saturday, January 10th, at 2 P. M. Mr. Carl Sundstrom, the president, presided and Mr. E. L. C. Morse was secretary.

Mr. Morse spoke on "Vitalizing the Study of Literature." Miss J. L. Marsh of the Calumet High School spoke on "Normal Schools in Argentina." Miss C. M. Brennan of the Medill High School spoke on the "Educational System of Chile."

It was voted to invite the National Association to hold its annual meeting at Chicago next December. The Chicago Chapter is growing rapidly and promises to become a large factor in standardizing the teaching of Spanish in the Middle West.

Friends of Professor Edward Prokosch, whose forced resignation from the University of Texas was mentioned some time ago

in these columns, will be glad to learn that he has been called to a professorship at Bryn Mawr College, and has already entered upon his duties there.

The thirty-fifth meeting of the Western Massachusetts group of the New England Modern Language Association was held at Springfield, December 6. Papers were given as follows: Dr. Allan L. Carter, Technical High School, Springfield, *The Outlook for Spanish;* Dr. Alexander Green, of New York City, *Legitimate Functions of a Text Book;* Professor Grace M. Bacon, Mt. Holyoke College, *The Army Educational Program;* Miss Alma de Villele, Mt. Holyoke College, *Une Francaise de l'Ancienne France;* Professor Carl F. A. Lange, Smith College, *Schiller, the Apostle of Freedom and Humanity.*

The chairman of this group is Harold Vanderbilt, of Springfield, and the secretary is Isabel M. Kagwin, of Holyoke.

Reviews

El Estudiante de Salamanca and Other Selections from Espronceda, edited by GEORGE TYLER NORTHUP. Chicago, Ginn and Co., 1919. lxviii+150 pp.

An edition of selections from Spain's foremost romantic poet fills one of the most serious gaps in advanced texts. This edition of Espronceda will be of service in Spanish courses dealing with poetry, romanticism or modern literature. It is doubtful whether any other single work from the first half of the nineteenth century could illustrate so well Spanish literature and civilization.

Besides the *Estudiante*, the edition includes some of the best known short poems of Espronceda, the *Canción del Pirata*, the *Canto del Cosaco*, *El Mendigo*, a sonnet and *A Teresa*.

The introduction, unusually complete, discusses Espronceda's life and works, the *Estudiante de Salamanca*, bibliography and versification. The poet's life is told with some detail in an easy style. The intimate relation of Espronceda to important historical and literary movements is pointed out. This biography should stimulate interest in the long drawn out, turbulent, tragic, sordid and yet heroic events that marked the passage of Spain from the old order of the eighteenth century to modern constitutional liberty. From a vast amount of complicated material, Professor Northup has skillfully chosen the details bearing most directly on Espronceda's career, i.e., the *trienio liberal*, the invasion of Spain by the French in 1823, the formation of secret societies, the absolutism of Ferdinand VII, the expulsion of the Liberals, the amnesty granted by María Cristina, etc. It is hard to suggest improvements in such an excellent piece of work. The need for compression has perhaps obscured several passages. Thus, the identity of Escosura and Solís and the nature of their works are not immediately clear (pp. x, xi); the liberal administration (1820-1823) is somewhat vaguely sketched (pp. xiii-xv); the claim of don Carlos to the throne is not stated (p. xxiv); Espronceda's most famous fellow *emigrados* are not mentioned (p. xxiv); the exact date of Espronceda's return to Spain in 1833 is not given (p. xxiv). Professor Northup's estimate of Espronceda's character and beliefs is judicious and convincing.

Espronceda's works are briefly and ably discussed. On page xxxiv the statement is made that "Genuine world-weariness is

the outgrowth of a more complex civilization than that of Spain." In itself this statement is difficult of proof, but, applied to Espronceda, it is especially unconvincing, because Espronceda came into direct contact with life in other countries. On page xxxvii, dates of poems would be helpful. The sources of *El Estudiante de Salamanca* are traced with precision. All classes of readers will be interested in its connection with the Don Juan legend.

The bibliographical note clearly contains all important material. It is not made clear that an article on Espronceda is only a comparatively small portion of Piñeyro's *El Romanticismo en España*. Many readers would welcome references to authoritative works on Spanish history during Espronceda's life.

The admirable notes on versification are as clear as this difficult subject can be made in brief compass.

The text itself is carefully edited, according to principles laid down in the preface. The notes are well-chosen, interesting, concise and scholarly. They are textual, linguistic, metrical, historical and interpretative. The reviewer would like to see more notes on the meaning or significance of various passages, such as *El Estudiante*, lines 110–115, 132–135, 492–494, 565. Very few notes seem to need change; in *El Estudiante*, line 96, the explanation of *que* might include comment on *su;* line 459, the last sentence is hardly adequate; line 653, *vos* has occurred previously, in line 611 and elsewhere.

The vocabulary is rich in meanings, as it should be. Very few omissions of meanings (none of words) have been noted. There appears to be no satisfactory equivalent for *vislumbrar*, page 4, line 22; *duenna* for *dueña*, page 38, line 797, is not clear. No allowance is made for *u*, page 64, line 1544.

A textbook like this one gives the reviewer ample opportunity to praise and very little to censure. Typographically, the whole edition is all but flawless. Professor Northup has brought out for advanced classes one of the most happily chosen and most competently edited of Spanish texts.

JOHN VAN HORNE.

I

Spanish Selections for Sight Translation. Compiled by I. H. B. SPIERS. New York, D. C. Heath & Co., 47 pp.

The compiler tells us that the purpose of the fifty short selections is "to afford the teacher a ready means of ascertaining by occasional tests the increase in power gained by the students. For this reason the selections are carefully graded in difficulty."

One would expect a steady increase in difficulty from the beginning to the end. Yet, if number I, El Canal de Panamá,"

is compared with number XLIX, "Una Muchacha Habladora," it would be puzzling to determine which were the more difficult for a high school student. I am inclined to think that the former would present more hard passages. Again, number IV, "Un Juguete Ingenioso," would probably baffle the ordinary student, while the extract from Castelar's "Roma," number XXXV, is comparatively simple Spanish. In short, if these selections are used for testing, the results will not be very consistent. They will be largely hit or miss.

Nevertheless most of the selections are happily chosen. I doubt very much, though, if a secondary school student would find much interest in the academic question involved in "El Espíritu del Quijote." And, again, the meaning of "El Epílogo de la Farsa" would no doubt be over his head. It would likely be nothing to him but words. The "Máximas Militares" are evidently all translations. The compiler must have run short of material.

To my mind the selections should not serve as tests for written translation. They could be used much more profitably for sight translation and discussion in the class-room. The words are all, or nearly all, worth knowing. If properly used the book would materially increase the pupil's active vocabulary. The meanings of the new words could be explained by the teacher either in English or Spanish. A little conversation before leaving each selection would help to fix the words in the pupils' minds.

The extra expense of board covers would no doubt have been worth while. The life of the volume would be greatly lengthened. It is to be regretted that more information is not given about the origin of the selections. It is only natural curiosity to wish to know from what works the different extracts are taken.

II

Trozos Selectos.—Selected and edited with questions, exercises, outlines, notes and vocabulary by ARTURO FERNÁNDEZ and JOSEPH M. PURDIE. New York, Henry Holt & Co., 280 pp.

These selections have, for the most part, a genuine literary flavor. We find such names as Rubén Darío, Espronceda, Cervantes and Castelar. And why not? The book is not intended for beginners. After the difficulties of the rudiments have been overcome, there are plenty of easy passages in the classics which may be put before the student. Nor do I see any objection to taking necessary liberties, as the editors have done, since the book is for class-room use. Indeed they might have gone just a little farther in the process of elimination.

These selections are a good introduction to Spanish literature, an introduction that might well arouse the interest and curiosity

of the student. The brief biographical notices help to forward the same purposes. It is the right kind of food for the real student, the student who is not contented with the meager opportunity for progress afforded by the brief class-room work. The boy or girl who does not go beyond the regular assignments never gets anywhere. The class work must, of necessity, be merely suggestive, inspirational.

The few words listed at the end of each selection for more or less intensive study, seem to be taken at random and the questions are monotonous. Any teacher who cannot frame his own questions should not be teaching Spanish. Perhaps, however, the "sinister influence" of the publishers should be blamed. The composition exercises, revamps of the text, are more to the purpose. Really live suggestions for free composition, such as are found in the latter part of the book, are still better. It is a book I should like to use in my classes. I know I could arouse a good deal of interest with it and I believe it is a worthy medium for teaching Spanish effectively.

MICHAEL S. DONLAN.

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Modern French Grammar, by PIERRE DE LA ROCHELLE. Putnam, 1919.

Every new French teaching book that appears is hailed, if not with joy, at least with great interest, as that possible model of perfection for which we are still waiting. The task is comparatively simple to put such books into their proper class, as the "French Self Taught" phrase book, the old-fashioned formal reference grammar, or finally, what we may designate as the teachable class-room conversation grammar. It is a bit disconcerting to find one which will not yield gracefully to this facile method of disposal, and which demands more careful inspection to divine its functions and purposes. Such a book is Mr. Pierre de la Rochelle's *Modern French Grammar.*

Phrase book it is emphatically not. We should search through it in vain for a restaurant dinner or for third-class tickets to Paris. But at first glance, upon seeing the pages of fine, all too fine, print, with numbered rules and notes and lists, one might jump to the conclusion that it was of the reference type.

We do not like to discourage originality in the arrangement of material; yet, for a reference grammar a very definite, formal, and logical system should be the first requisite. One should be able to refer to its sections and headings as to a dictionary, with certainty and precision. If, for instance, we wished to look up some point under adjectives, we should like to open the book to the section on adjectives and find there all posssible information

on the subject. This grammar, to be sure, does treat the gender of adjectives quite thoroughly in one chapter, but it is disquieting to find the first mention of their position in the chapter on the verb "avoir," sandwiched in between the past indefinite and the past anterior, and to see their comparison inconspicuously shoved between some five hundred idioms in the pages that follow. It is more than disquieting, it is irritating, to find rules that are not written in clear, complete English sentences; to have the notes of a numbered section (such as 63) not following that section, but instead, Section 65; and one wonders why the entire verb "avoir" with all its compound tenses, is given in an early part of the book, while "être" is reserved almost for the end, though frequently used before. In fact, it is unfair to criticize the book on the basis of a reference grammar, for it is manifestly not that.

There remains the teachable class-room conversation grammar.

Mr. de la Rochelle's book is divided into four parts: I, Phonetics; II, Parts of Speech; III, Regular Verbs; IV, Irregular Verbs. About fifty pages are devoted to the first section, which includes also some helps on prosody, and an excellent alphabetical list of aspirate "h" words. It is greatly to be regretted, however, that the treatment of pronunciation is so diffuse, without being either clear or accurate in its physical directions. It seems futile to direct a person to pronounce French "u" by pronouncing "ü," with "s" before it. If he does not know how to give "ü," he is no better off than before. One must also object to a number of statements: that nasal "a" is pronounced as "an" in "want," nasal "o" as "on" in "long"; that in "r" the tip of the tongue touches the roof of the mouth, and many others. The teaching of French pronunciation to an English speaker is a difficult and delicate matter at best, and no one who respects the French language should attempt to present it without availing himself of the help of phoneticians. Mr. de la Rochelle does give with his English equivalents the phonetic symbol, but it is scarcely ever seen in use.

Parts II and III are divided into thirty lessons, each containing material for composition, oral drill, or dictation; but it is most extraordinary material. We may search through the whole book in vain for a single passage of connected French. The student is given a great many detailed rules, and then pitched headlong into solidly packed paragraphs of disconnected French idioms, each one with an English translation. They are not arranged alphabetically; they illustrate certain grammatical points, but are not grouped about any central idea; nor are they indexed. Pages 87 to 116 contain about 1,350 such idioms; a conservative estimate would give the books from four to five thousand of them. We defy any one but Mark Twain to write a

composition containg the following expressions: "une colère bleue; des femmes aigres; un enfant nouvellement né; nouveaux mariés; une blessure au visage; vous avez l'air malade; avez-vous mal aux yeux? le cheval noir; hôtel incendié; il est sourd comme un pot.

No matter in what school of method we stand, the modern trend of language teaching has made us expect definite things of a teachable class-room book. We expect greater simplicity in the presentation of grammatical material, less formalism, more concrete conversational reading matter, and, above all, certain practical helps for pronunciation, with simple but accurate directions for the production of sounds from a physical standpoint. Without these no book is adequate.

In fact, we fear that the last classification will not fit the book; we must remove the words "teachable," "conversation," and "class-room." There remains a grammar, a Modern French Grammar, or perhaps more fittingly, a cubist French Grammar. But those of us who cling to a more conservative form of art must look further for something to suit our needs.

ELSIE SCHOBINGER.

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Chicago.

Errata in *Beginners' French.* Walter-Ballard Series. Scribners. 3rd edition.

Beginners' French contains in its third edition, errors, inaccuracies, and loose statements, which could hardly be overlooked even in a first edition. One is at a loss to understand how such mistakes as those cited below could have been allowed to stand:

P. 48. "Marcel est l'oncle d'Elvire et Gaston." The repetition of *de* is absolutely necessary in French.

P. 62. "Où *demeure* votre frère et votre sœur?" A plural subject and a singular verb!

P. 172, Questionnaire, n. 9, "au devant" is evidently meant for "vers." The two words are not synonymous in French.

P. 142. "*Nul* de mes cousins n'est arrivé." *Nul* is given in this sentence as equivalent to *aucun* and *pas un. Nul* should never be used in a partitive construction. As there are no exercises on those pronouns there is little danger that pupils will have this error fixed in their minds, but that does not prevent the error from existing.

P. 158. A photograph is referred to in Leçon LV, l. 4, as "un vieux tableau," as if "tableau" and picture in the English sense were interchangeable.

P. 126. "Vous voyez une colonne classique." Although not an error in French this is a mistake in architecture. The object

referred to in the illustration is neither a "colonne" nor is it "classique." As a matter of fact it is a decorated door-case, *chambranle*, in the shape of a *pilastre* of nondescript class.

Several statements are incongruous. On p. 38 we read: "*voici* and *voilà* are used in reference to objects in plain sight. How does that statement justify sentences like "voici mon idée" or "le voilà disparu"?

The lesson on possessive pronouns is poorly illustrated and shows an inadequate understanding of the subject. The idea of ownership is here confused with the distinction of ownership. On p. 59 we find the following: "Jean et Jacques Pasteur, vous avez un professeur, c'est *le vôtre*." On p. 60, "Le professeur d'allemand et son épouse Mme. Sprache demeurent 10, rue Charles. Ils ont trois filles. Ce sont *les leurs*." These examples do not explain the possessive pronoun nor are they grammatically correct. The use of the possessive pronoun precludes the mention of the different owners.

The explanation of the passive voice is incorrect. On p. 70 we read the following three sentences: "Le livre est vendu. a. Le livre se vend. b. On vend le livre." These phrases are given as equivalents and furthermore the pupil is recommended to use the *a* and *b* forms in preference to "Le livre est vendu." Accordingly, it would be correct to say: "la salle se ferme, on ferme la salle," instead of "la salle est fermée." As a matter of fact the three sentences given as synonymous are far from being so.

It would have been desirable that an explanation be given for the use and the omission of the definite article before the days of the week. On p. 94 we find: "En français lundi est le premier jour de la semaine. Quel jour suit le vendredi? Quel jour vient après lundi? Quelles classes avez-vous vendredi?"

On p. 150 we read: "After *si*, if, the present tense is used if the the principle clause has the future." But what if the principle clause does not have the future? How justify "Expliquez-moi cela, s'il vous plaît"? Ce n'est pas ma faute si elle ne sait pas sa leçon"?

P. 137. "Une laitière ayant sur *sa* tête un pot plein de lait" is followed by the question: "Qu'est-ce que la laitière a sur *la* tête?" Some explanation should be given for the use of the article in one place and the possessive adjective in the other.

On the same page "J'aurai *de quoi* acheter" is passed on without comment, but on page 146 we are told that "quoi," as a relative pronoun, is used rarely and indefinitely.

On p. 216, drill 2, no instruction is given for the position of adverbs in compound sentences, although several sentences in the exercise call for such instruction.

Nowhere are we told that *monter*, *tomber*, and *descendre* take the auxiliary, *être*, when used intransitively and *avoir* when

transitive. And still the student is asked to change the following sentence into the passé indéfini: "Je descendais l'escalier," with this caution: "with *descendre* use *être* here" (on p. 91, II). The same verb is given on p. 52, 5, as being conjugated like *prendre*, and the student is directed to the page in a summary of verbs where *prendre* is conjugated.

It is to be regretted that nowhere in the book do we find irregular present subjunctives printed in full. In the verb tables at the end of the book, p. 201, the first person of irregular present subjunctives is given, but what is the student expected to do when he comes to the plural of *aille*, *meure*, *veuille*, and other such forms? After all this is a beginners' book.

A few remarks concerning pronunciation. In a volume based on the use of phonetic symbols one ought not to find statements like the following: "*S sounds like z*," or "*c* is *soft.*" There is no explanation of the word *accent*, to differentiate it from the English meaning. The statement, p. xxiv, note 2, "*S* of *mais* is not linked as a rule" requires elaboration. There is at least one rule regarding *mais* and *oui* which might be stated here.

On p. 111 all the names of the months are given in phonetic transcription except "octobre, novembre, décembre," which are particularly apt to be mispronounced on account of their resemblance to their English equivalents.

On pp. 194–195, verb paradigms, only the singular forms of the verbs are given in phonetic transcription; but there is no phonetic spelling for the plural in forms like *achetons*, *devons*, *faisons*, *jetons*, where it is just as important to get the correct sound, especially in the case of the sound [ə].

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The Modern Language Journal

VOLUME IV MARCH, 1920 No. 6

CLUB AND EXTRA-CLASS ACTIVITIES

By R. P. JAMESON

SOME may think that extra-class activities are superfluous, since it hardly seems possible properly to accomplish all the duties which are attached to the regular class work. Did anyone of you ever feel that he had exhausted all of the possibilities of the class period? Perhaps you have, but it happens oftener that the teacher is exhausted before the possibilities are. If we feel our responsibility for the best kind of teaching, we are keenly on the lookout for means of increasing the effectiveness of the class hour. We study the literature of methods, we weigh the arguments of the advocates of various kinds of procedure, we catch the enthusiasm of someone who thinks that he has a new idea and we pile up the various ways of occupying the time and attention of the pupils, so that not a single minute nor a single opportunity of impressing the lesson may be lost.

Are we in danger of following rather the Martha than the Mary method of teaching? Everything which diminishes loss of time, and helps us to go more surely and quickly to our goal is to be applauded and adopted. That does not mean, however, that a multiplicity of exercises, a breathless speed of presentation, a lengthy list of prescriptions for the pupil, a vast number of pages read over, will of necessity accomplish our object in language instruction. These things may lead on the contrary to confusion, blurring of impressions, jumbling of ideas, and distaste for the subject. On the other hand, slow and badly planned teaching

means waste and discouragement no less. It is to avoid the pitfalls on either side of the path that we must strive. No matter what method we may follow, it is indispensable that the greatest possible amount of interest on the part of the pupil should be aroused and maintained, so that toil over details, rules, exercises, may be cheerfully borne.

The question of making the work attractive to the pupil is bound up with the broader question of how to maintain interest in the study of the respective languages not only on the part of the students, but also on the part of those who direct educational policies, and upon the part of the public generally. I feel sure that judicious use of some extra-class activities may produce a very helpful effect in all of these directions. I have dealt with this point at greater length than I now may in an article on "Le Cercle Français" published in the Modern Language Journal of April, 1918.[1] There is an article on the German Club by Caroline M. Young in the same periodical, Volume I, pages 202-214. There are many useful suggestions in a little book entitled "Suggestions and References for Modern Language Teachers" edited by Professor Oliver of the University of Illinois, and published by the University of Illinois, School of Education, as its Bulletin No. 18. There is a good outline of parliamentary phrases for a Spanish Club in a book by Ruth Henry entitled "Easy Spanish Plays," published by Allyn & Bacon of Chicago. Add to these sources an article by Faith H. Dodge on French Clubs in Colleges and Universities published in the Compte-rendu du Congrès de Langues et de Littérature française, pages 90-96, and you have certainly most of the studies which are easily available.

Thus, tho' there is abundance of literature upon the technique of teaching, there is comparatively little upon the material which may occasionally be employed with great profit in the class and outside of it to present some attractive aspect of the subject, and stimulate a desire for better acquaintance. This article will offer suggestions as to different kinds of work that may be undertaken, indicate the collections of French popular songs which are avail-

[1] Similar opinions may be found in an address by Professor Bédier reported in the Compte-rendu mentioned above, in Miss Dodge's article, and in the addresses of different "conférenciers" published in the Bulletin of the Alliance Française.

able in this country, and give a brief description of several useful games.[2]

It seems to me axiomatic that in undertaking extra-class activities we should adopt the principle of associated effort. A group of students who have special interest or special ability may be easily constituted; and it then forms the natural center for the development of any one of the different forms of activity. This group will attract new members as its work is carried on successfully, and will make easy the formation of groups for the cultivation of other lines of activity, if such are desired.

I might join to this another axiom that the use of foreign language should be prescribed and the rule should be suspended only in cases of special necessity.

Another point which seems beyond dispute is that those who undertake to found clubs should profit by whatever experience and suggestions the great association of French clubs and societies may be able to offer. This association is called l'Alliance Française, and its head-quarters are at 200 Fifth Avenue, New York City. The newly-appointed Secretary, Monsieur Félix Weill, will be very glad to co-operate in the establishment of new clubs.[3] I do not know of a corresponding organization for Spanish.

As soon as possible the organization of the group should be accomplished by drawing up a constitution and by-laws or at least by electing a carefully chosen set of officers, and appointing the necessary committees. The organizer of the group should try to make a definite assignment of work to each of the officers. It would seem to be desirable that the group should itself vote upon the dues to be paid and that the treasurer should be a persistent individual who would see that the dues are collected. The accumulation of funds in the Club treasury is of the greatest importance.

The initiative in such matters will naturally be with the teacher, but unless one is very unfortunate in his classes, there

[2] The writer will be glad to receive criticisms and suggestions. The exchange of ideas is the way to put at the disposal of those interested the largest possible amount of information and material.

[3] The writer has published a booklet entitled "Le Cercle Français", which contains various aids for those conducting French clubs. Sent postpaid on receipt of 25 cents.

will always be some students to whom more or less of the organization work may be delegated; and they will usually gladly assume much responsibility for the conduct of the study and the entertainments which may be projected.

If the group is left too much to itself, however, our experience is that, as the school year goes on and brings many conflicting and competing attractions, attendance and interest on the part of even the best-intentioned of students is very apt to wane, because they feel that they have not time for everything, and discontinue those things which make the least appeal. We must therefore see to it that the work of the group or Club is attractive enough to hold its own, if possible, and I do not see how this can be assured unless the teacher will spend some thought and time and personal effort in holding things together. The best way to do this is, of course, to make the pupils feel that they are getting something which they cannot afford to miss; and to insure that the friendliness and sociability of the group is such that the members simply will not want to lose the chance to get together.

The question of a name is perhaps of secondary importance. But why not choose a name that shall show the very nature of the work, and naturally suggest the use of the foreign language, such for example, as "Cercle Français," "Club Français," "Alliance Française," "Amis du français," "Foyer francophile," "Club d'études françaises," "Union fraternelle," "Cénacle," "Société des amis de France," "La Bonne Compagnie," "L'Atelier des joyeux devis," "Club Daudet," using perhaps the name of the author who is most popular with the students? A "Club Labiche" ought to be successful.

For the Spanish, I would suggest "Sociedad hispana," "Club literario y recreativo," "Asociación de la Amistad," "La Amistad hispana," "Grupo literario y artistico," "Cenáculo literario," "Academia hispana," "Centro recreativo," "El Parnaso ibérico."

Whatever name may be taken, it is very important to tie up the work of the Club to some definite plan or purpose, for the reasons which I have already indicated. A limited field well covered is more satisfactory than an aimless roaming over all sorts of subjects, tho', of course, variety must be furnished.[4]

[4] Ample information about what other clubs are doing may be obtained from the Official Bulletin of the Alliance Française, published annually and to be obtained from the General Secretary, 200 Fifth Avenue, New York.

Some of the various lines of work which have been used with success in many places are: first, The reading of some popular book, either classic or modern. Ideally, the reading should be done outside the assembly hour, so as to furnish a basis for the group discussion. This will not usually be very carefully done, if indeed it be done at all. It is probably more satisfactory to assign in turn to the different members of the group definite passages to be read aloud in the foreign language. The one who reads should prepare to answer in French or Spanish as the case may be, questions about the text, explain difficult phrases, etc. Concert reading may also be used. The entire passage may then be discussed by the group under the direction of the leader, with a view to bringing out literary values. Contributions by the different members of the group may take the form of items about the author's life, his other works, study of the relation of the writer to some group or movement, opinions of the critics about his qualities or faults, explanation of historical or literary allusions, geography of the story, etc.

Some interesting results have been obtained by asking students to work out a dramatization of a story, or of parts of a story. This appeal to imagination and personal contribution is very effective with some students.

Before sketching other possibilities it should be said, perhaps, that the question of how much time ought to be given to one exercise is a matter for those concerned to decide. Among the various committees of the club there should be a program committee to which such questions may be referred for study and recommendation.

The second kind of study I have to suggest is a more detailed examination of the work of an author, his times, his influence. This sort of work would naturally be done in a group of more advanced students. It might be carried on in English, tho' my preference is for the use of the foreign language in spite of the greater effort which this entails.

Instead of dealing with one author, it may be possible, under especially favorable circumstances, to take up the study of some definite period in the literary history of France or Spain. This is a very interesting form of study, but requires, of course, somewhat more zeal for literary knowledge, and the ability to read the language very easily.

One of the most popular subjects with club groups is practice in conversation. This seems at first to be the very easiest form of study. The variety of topics is infinite, the work may be easily grabed, phrases relating to a given subject may de readily mastered, and thus the sense of progress so encouraging to the student may be secured. We have found, however, that certain things are necessary for satisfactory progress. There should not be too great disparity in experience between the members of a given group. The most important of the requisites is a competent, resourceful leader, who has plenty of patience, and ingenuity enough to make it easy for the members of the group to converse. The next requisite is a well-thought out plan of work, or a good textbook which will furnish lively material of moderate difficulty. We have used for this part of our work at different times the collection of French Anecdotes edited by Giese & Cool, published by D. C. Heath & Co. We have also employed Pattou's "Causeries en France," Walters' "Episodes en action," published by E. P. Dutton & Co., and "Le Soldat américain en France," published by the University of Chicago Press. This little book contains much material which would be useful for the ordinary traveler.

We have also used short comedies, like "La Grammaire" by Labiche, "L'Eté de la Saint-Martin" by Halévy; we have made our own exercises to cover some of the most useful phrases. I feel sure that a book like Bierman & Frank's "Conversational French Reader," Allyn & Bacon, would render service here; the same is true of David's "Chez nous," Henry Holt & Co.; and of many other books perhaps just as worthy of mention as those which I have named. There are sets of cards for conversation games, tho' I must confess that I could not get much interested in those which I have seen; there is a fine set of proverbs in four different languages, English, French, Spanish, German, there being two kinds of cards, one bearing the first half of the proverb, the other the second half. Different ways of using these cards have often seemed to interest our students. This set may be obtained from Brentano's. Quotations may be recited and discussed. French and Spanish cities, manners, costumes, customs, amusements may be studied. Any kind of work done in the foreign language is a conversation study, provided there be something

like general participation in the discussion of the subject. In connection with the regular work of the department there should be available various foreign newspapers and periodicals. Items and articles of current interest may easily be obtained from such sources. Items appearing in the American press may be translated.

The fourth requisite for a successful conversation group is a real desire on the part of the members to learn to express themselves in the other tongue. The tactful leader can foster this desire, but even he can not create it. One of his hardest problems will be, of course, how to make the others do the talking. The art of putting stimulating questions is something of a test of our ability. Occasionally there will be found one or two members who have had special advantages or are specially courageous, and are somewhat inclined to monopolize things. These must be held in check, but not discouraged. They can be made very useful if they have real ability by putting them in charge of groups or of certain subjects. Frequent oral reading, with a good deal of judicious repetition, will help the timid ones to a confidence in themselves and their ability to find the right word. In the program of the social meetings there should always be included something which will encourage the members to speak French or Spanish to each other. Some clubs make a practice of calling the roll and having each member present answer to his name by giving a quotation or a proverb.

I do not believe that we are realizing the advantages to be derived from group study of diction. There are so many splendid selections of poetry which may be used, in the development of the capacity to read interestingly; besides training in pronunciation and self-possession, the cultivation of the love of beautiful literature is certainly worth while; and the memorizing and practice of selections of prose and poetry is a delightful method of rendering the ear and the mind sensitive to the correct and the beautiful. Would it not be possible to form a group, the members of which should be pledged to memorize and recite a definite number of selections chosen under the guidance of the leader? The selections should be explained to the group and read by them before being recited. Some impressions of beauty, and a desire to acquire a more accurate and fluent pronunciation

ought certainly to result from the work of such a group. Those who have the taste for this kind of work benefit largely from it themselves and give a great deal of pleasure to others.

If more time is available, there is nothing which calls forth more salutary effort in connection with the spoken language, nothing which trains the ear more rapidly, than the preparation and presentation of properly selected plays. Here we get a degree of attention, and a quantity of practice which can not easily be obtained in any other way. But it is hard to carry on general club activity simultaneously with the rehearsal of a play, unless each be done by a different group. This constitutes a difficulty where the numbers are not large. But it can be met by doing different work at different times, having thus a season for conversation, a certain season for dramatics, a time for other things.

So far as French at least is concerned, it is not easy to find superior plays which are within the grasp of second and third year students, and adapted to presentation with only the resources which a High School or even a college can command. A fine list of plays is furnished by the catalog of the Alliance Française Library. On page 61 of the "Suggestions and References for Modern Language Teachers" will be found a good list of plays.

Tristan Bernard's "L'Anglais tel qu'on le parle" has been a favorite in this country. "Le Voyage de M. Perrichon" is certainly effective. "La Grammaire" et "La Cigale chez les Fourmis," "La Poudre aux yeux," and "La Lettre chargée," all by Labiche, are very amusing, and not difficult to give. Comedies by Courteline, many "Pièces" published in "L'Illustration" and "Les Annales," "L'Eté de la Saint-Martin" by Halévy, "Mlle. de la Seiglière" by Augier and Sandeau, are readily to be procured. There is a natural limit set by the abilities of the actors who can be obtained, and the comparatively small audience which can be attracted by the play in a foreign language, so that the great modern and classic plays are out of the question for most of us. Molière's comedies, however, are very popular with French clubs throughout the country. Where whole plays can not be given, scenes may be selected in such a way as to furnish a good program. And if plays and scenes can not be acted, they can at least be read. Where they may be at all adequately presented, plays arouse great interest among those who take part, and demonstrate

to the public in a very interesting and convincing way the possibilities of progress which may be made without ever leaving our shores. It is worth some sacrifice and some work to obtain this effect with pupils and public.

Other forms of activity will suggest themselves to you, for example, lectures by distinguished foreigners, travel talks, illustrated lectures, social meetings, musical programs, etc. These are all of great value, but they can not be discussed at length in this article, for I must hasten on to speak of two features, which as I have already indicated, may be used in connection with almost any program or social occasion.

It has already been said that the use of games and popular songs will be of great assistance in keeping up the enthusiasm and pleasure which are essential to the life of the Club. In the use of such material, we seem to get closer to the manners, the mind, the soul of the nation which we are studying. But judging by the number of inquiries which I have received, it is difficult for teachers to find suitable games and songs. You will find in Prof. Oliver's "Suggestions and References for Modern Language Teachers," pages 57 and 59, short lists of the material which is available.[5]

In addition to the above it may be noted that there are several songs with accompaniment, in David's "Chez nous" (Henry Holt & Co.), and in Talbot's "Le Français et sa Patrie" (Benj. H. Sanborn & Co.), and a few songs scattered in other publications.

[5] 1. "Chansons, poésies et jeux français, etc.," by Agnes Godfrey Gay.

2. "Poèmes et chants de France," by Daniels and Travers, D. C. Heath & Co.

3. "Petit Recueil de Chants français," by H. Carter. Large edition with accompaniments, $1.50; small edition, with just the melody, 50 cents. Oxford University Press.

4. "Sixty Folk-Songs of France," medium voice, edited by Julien Tiersot, Oliver Ditson Co., Boston, Mass.

5. "French Songs," compiled by Max Walter and Anna Ballard. Chas. Scribner's Sons, New York.

6. Bouchor et Tiersot, "Chants populaires pour les écoles." 3 series. Paris, Hachette & Co. No. 1 is now to be obtained from Brentano's, which firm has bought up the stock of the Wm. R. Jenkins Co. No. 2, I am obliged to say, seems to me a highly unsuccessful collection, because there are almost no real French songs in it, their place being usurped, to my mind, by original melodies of no great value by Cecil Hollins. No. 5 contains about 50 songs with music, but in most cases without ac-

Some clubs would find a great deal of pleasure in using Weckerlin's "Bergerettes," delightful little songs of the eighteenth century, published by G. Schirmer, New York; he has also published "Chansons françaises pour les petits Français," and we have drawn upon "Chansons populaires romandes" by Jacques Dalcroze for some very pretty numbers. But we have picked other things up wherever we found something that was especially pleasing, in the "Annales", in other publications, in various collections. Firms such as G. Schirmer of New York, Oliver Ditson Co., of Boston, can furnish much French music and will import anything which may be desired.

With regard to Spanish music the situation is now better than Professor Oliver's bulletin would indicate, for beside the Modern Spanish Lyrics of Dr. E. C. Hills and S. J. Morley, published by Henry Holt & Co., and the Elementary Spanish Reader by Espinosa, Benjamin H. Sanborn & Co., the Spanish Reader by De Vitis, Allyn & Bacon, contains fifteen Spanish songs, some of which are too difficult for class use. However, I have no doubt that the recent vogue of Spanish music will result in some collections being issued, and an inquiry addressed to G. Schirmer might elicit some information. The only collection which has come to my notice is one published in Spain. It has an attractive title: "Lo que cantan los niños. Canciones de cuna, de corro, coplillas, adivinanzas, relaciones, juegos y otras cosas infantiles," by Fernand Llorca, Madrid. Unfortunately, in spite of the title there is not a note of music in this book.

So much for music. Perhaps it will assist some to give a description of a number of common games. First, however, attention should be called to the list given in the bulletin above-mentioned, pages 58 and 59. To this we might add "Jeux français," by Lilian G. Ping, distributed in this country by E. P. Dutton & Co., New

companiment. Among the American editions this seems to me the best, provided one knows how to get the accompaniments. Of No. 6, we have used the first series for several years. The accompaniments may be obtained by ordering the larger and more expensive book which contains them.

The writer and Professor Arthur E. Heacox, of the Oberlin Conservatory of Music have been working upon a collection of French patriotic and popular songs, putting into this collection some ideas gained as the result of a good deal of investigation. This collection will be published by D. C. Heath & Co., New York.

York. For a much longer series of games than I may now give, I have drawn upon Valaincourt, Jeux de société, Paris, Garnier Frères; and Harqueroux & Pelletier, 200 Jeux d'enfants, Paris, Librairie Larousse. A number of our most useful games we have adapted or invented.

1. A simple and satisfactory pastime may be arranged by having members of the group read aloud some amusing anecdote. The listeners then try to repeat what has been heard, the group leader or the reader explaining idiomatic expressions, and asking questions when necessary. The members of the group may be asked to give orally such anecdotes, and to answer such questions as may be put to them about the little stories.

2. *What is it?* Pin on the back of each player a slip of paper which bears the name of some famous building or object in Paris or elsewhere in France, the name of some city, or of some distinguished man, the name of an animal or of any sort of object. Then the players try by questions and answers to find out what the object is the name of which they are wearing. Naturally, answers need not be too direct.

3. *The Prince of Paris.* This ancient diversion may be made to do real service by assigning to each member of the group a number. Then the leader will repeat something like: "The Prince of Paris has lost his hat (or some other object), and thinks that the one who has taken it is No. . . ." The player thus designated must at once say: "No, sir, it is not I, sir, it is No. . . ." And thus the game continues until someone does not answer. Thus the players are made to say at least something and are given practice in recognizing numbers and phrases. The game is so easy that it may be used very early, and will prove amusing if not played too long. Various changes and additions will occur to the leader. Thus, in accusing one another, the players may say that the person accused has hidden the object in something else; or the form of the speeches may be altered to provide greater difficulty.

4. *The Divided Fable.* Take some rather short fable by La Fontaine, or any short story and copy it upon cards, so that only a sentence or two will be upon a card. Break the sentence in the middle sometimes and continue it on another card. Then start the reading of the story, and have the various members read the

sentence which they hold when the time for it comes. This will prove excellent ear-training. It may be combined with exercises in conversation, and would seem to be a very good way to go over material with which the players are already familiar.

5. *Vocabulary Game.* (a) The players pronounce in turn words beginning with the same initial, and keep it up as long as anyone can furnish words beginning with the letter. Then choose another letter and continue. This may be varied by requiring a definition of the word given.

(b) Another variation of this idea is the old French game called "Le Corbillon." In this game the players tell what they will put in the "corbillon," the little basket, giving a word which ends in "on" to rhyme with "corbillon." It would be easy to extend this idea to other articles as for example, the automobile, which would require words ending in "ile," or "le pâté," requiring words ending in "é," etc.

(c) Another vocabulary game is the old-fashioned spelldown, pronouncing the foreign words, and requiring their spelling or the English equivalent. The same thing may be done with selected idioms, and should prove an agreeable and very useful exercise.

(d) Select a rather long word and invite the players to write down in a given time all the words which they can form using letters found in the chosen word. Exclude proper names and words of less than three letters.

6. *Bill of Fare.* Someone begins by saying: "I am going to dine at the restaurant to-night and I shall order" . . . (naming some dish); another repeats the same formula and adds the name of another dish; and so on until the round of the circle is completed or the list becomes too long. When a person makes a mistake, he should move his chair back from the circle a little and cease playing until a new series is begun. This will be a very good exercise for students of French, provided they are furnished at first a list of the names of French "plats." Otherwise the result will not be of very great value.

7. A similar game is the "Jeu des emplettes," "Buying game." There may be used some phrase such as: "I spent the morning in the stores and I bought . . . (some article)." The next player repeats and adds the name of another article, and so on, as long as the players care to continue.

8. *Geography games.*

(a) French or Spanish cities. Someone gives a description of a city without mentioning its name. The players try to find out by guessing and by questions as to location, etc., which city is meant.

(b) Name some French department or Spanish province. The players must give the name of the capital and mention some characteristic or product of the region.

(c) The leader gives a description of a certain region, the players try to discover what region is being described, point it out on the map, etc.

(d) Write out the names of cities, rivers, departments, etc., but transpose the letters so as to conceal as much as possible the true aspect of the word. The players try to re-establish the letters in their proper order, and describe the object.

9. The same thing may be done with the names of authors or the names of well-known books, plays, etc., or any desired word.

10. *Fruit Basket.* Here is another old friend. The game is less inane, however, when played in a foreign language, with the obligation on the part of the players to rise and speak the name of the fruit they represent, whenever the leader mentions it. Someone will have to prepare a list of the names of fruits, for it seems to be rather difficult to recall them always with sufficient promptitude to sustain the interest in the game. The names assigned to the different players should be frequently changed. I have in my notes the names of 27 fruits and the names of the different parts of the basket.

11. *The Weary Traveler.* The one who plays the part of the traveler passes slowly around the group seated in a circle. He stops in front of a player, and says: "Monsieur, (Madame, Mademoiselle) je suis très fatigué; Voulez-vous me permettre de me reposer ici un instant? (Un peu, quelque temps, avant d'aller plus loin, avant de reprendre mon voyage, pour reprendre haleine, pour me rafraîchir, etc.)" The reply must be: "Non, Monsieur, (Madame, Mademoiselle) je ne peux pas vous permettre de vous reposer ici un instant, (etc.)". The reply must follow exactly the form of the question. In case of hesitation or mistake in the answer, the person making the mistake must yield his seat to the other, and take the part of the traveler.

12. *Proverbs Game.* The group may learn and then repeat proverbs, requiring a forfeit for every mistake.

The leader of a group may pronounce the first part of the proverb, some member of the group the second part. Or the set of proverbs above-mentioned may be used as a game for from four to six players, by dealing both kinds of cards for about 24 proverbs, leaving the rest as a "talon." The player completing the greatest number of pairs wins the game.

13. I shall only mention the game of Authors played in French or Spanish. For this special sets of cards may be obtained for French, and I suppose for Spanish also, tho' I have no direct information about that.

14. If you desire a game in which there is a little more action, try what is called in French "Le Furet," "The Ferret." For this, form the players in a circle, either standing or seated, with one player standing in the center, and have them hold a cord, the ends of which have been tied after slipping on the cord a rather heavy ring. The players sing the round: "Il court, il court, le furet," and pass the ring to each other along the cord. The player in the centre tries to follow the ring. When the leader calls "Stop," "Arrêtez," the round is interrupted, and the player in the centre touches the hand in which he thinks the ring is hid. If he succeeds in locating the ring, the person who was holding it must take his place, and the game goes on. If he can not locate it in three trials, the song is started once more and he must try again.

15. A still more lively game is "Colin-Maillard à la française," French Blindman's Buff. A circle is formed, and a number given to each player. One of the players must be blindfolded and stand in the centre of the ring. He calls two numbers, and the persons designated by these numbers must change places. The "Blindman" tries to catch one or the other. If successful, he must guess the identity of the one caught. If he guesses correctly, that player must take his place, be blindfolded, and call the numbers in his turn.

16. A game which we have played about as frequently as any other is: "Je pense à quelque chose," "I am thinking of something." One player retires from the room, the others select some object; the one who had withdrawn, having been called back, endeavors by his questions to find out what the selected object is,

asking each player in turn. The one who gives the revealing answer must then assume the responsibility of asking the questions.

17. The last game I may mention is another old favorite, which lends itself very well to the impromptu and informal character which the Club meeting may well have on some occasions at least. This game is that of Charades. Some word is selected, the syllables of which may be acted out; a final scene is supposed to represent the whole word. Different groups may prepare different words and thus entertain each other. I shall suggest a half-dozen words from the list of something like 200: Adroit, adorer, accommodant, accordéon, boucler, bouffée, etc.

In conclusion, I may say that it seems to me that we teachers of modern languages have a great responsibility for the preservation of cordial and helpful relations between the different countries. The prejudices of the narrowminded, unfounded statements by the thoughtless, unfriendly criticism by those who draw erroneous conclusions from some unfortunate individual experience, deliberate poisoning on the part of some of the currents of good feeling between nations, all these things we must counteract, and if need be, fight against, by taking a large view ourselves, and by presenting to our countrymen, in our classes and outside of them, all that we possibly can of what is friendly and beautiful and noble in the art, institutions, and life of our brothers in other lands. Lectures, readings, conversation, music, games, dramatics, any or all of these may be used to supplement the regular courses and may render great service in arousing and maintaining the enthusiasm which is a vital condition of rapid progress and permanent interest.

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WHY MY CHILDREN SPEAK SPANISH

By Mrs. Margaret Hill Benedict

IF YOU live in a bilingual country like Porto Rico or in a border region like that along the Rio Grande, there is no particular difficulty about getting a child to speak, read and write well in both languages, although even this is a far greater task than it is ordinarily considered. But when parents who speak two languages come to live in a country where only one is commonly spoken their troubles begin, that is if they wish to have their children speak both languages. In most cases of this sort the second language is either entirely forgotten in a few months or becomes so hopelessly confused in the minds of the children that they are too discouraged and puzzled to take it up again.

A gentleman, himself an educated Mexican, came to the northern part of our country with his American wife and their son, a boy of eleven years. The wife spoke Spanish very well and the boy knew at that time, very little English. Seven years later this gentleman was talking with a Spanish teacher in the city where he was living at that time. He said, "My son will not speak Spanish any more. No amount of threatening or persuasion or promise of reward will make him say a sentence. He seems to hate it." The teacher replied with a question. "What language do you use in the home?" she asked. "Why, English, of course," was the reply, "it seems more natural." "Well then," said the teacher, "how do you expect the child to keep on with anything so difficult as a language with nobody to help him?" How with thousands of people constantly talking English all around him is any child to keep from forgetting even the simplest expressions of a language which he bears only now and then?

Seven years ago, with a little daughter three years old and a tiny baby I left Porto Rico. The older child spoke almost no English although she had been accustomed to hearing that language and understood what was said to her. How was I, among English speaking people, away from the Spanish atmosphere and

the Spanish language, to keep for my daughters this priceless heritage which I felt was theirs by right? Seven years of experience have taught me to answer my own question. My girls understand all that I say to them in Spanish and take pride in answering in that language. The older one is now ten years old and has a better understanding of Spanish grammar than the average high school student after two years study. She reads simple Spanish books and often asks me about the derivation of words. One day I said to her, "Vé al correo a traerme la correspondencia." "Oh! she exclaimed, "Now I see. Correspondence, correspondencia. They are the same." She had never connected the two words before. Little people and ourselves are "half a life asunder" and it is hard for us to realize how slowly we ourselves have learned.

My younger girl read last summer seventy-five pages in a Spanish First Reader and can write simple words from dictation even when she does not understand their meaning. Spanish is a perfectly phonetic language and she knows the sounds of the letters.

The first consideration in teaching a language to a child is one of sentiment pure and simple. The word "amateur" means at the start nothing more than "lover," and by the sublime working of destiny has come to mean "beginner." Where there is no love for a study there can be no beginning. Love, enthusiasm, joy, is the beginning of all progress. If we think of a language as a miserable jargon, if we cannot take the word of wise men and women who assure us that it is beautiful, we are not ready to begin to learn it.

I have found that one of the greatest helps in my work of teaching my children has been the sympathy and approval of friends and relatives. Children, and grown-ups too for that matter, are very sensitive in this matter of a foreign language. An unpleasant laugh, a contemptuous word or even a cold look is enough to discourage a child for days. On the other hand a little applause and sympathy work wonders. The older girls on our street used to take my little girls and coax them to repeat little rhymes in Spanish. These older girls would call a few friends for an audience and gently and tactfully persuade the tots to repeat what I had taught them. "Pussy Cat, Pussy Cat, Where

have you been?" and "One, two, three, four, five, I caught a hare alive," never failed to please and my little ones felt that they had something to give to others just as older children do when they can play or sing.

Another important point is system. Mental labor is not so different after all from sewing or housework. If work is neglected it will pile up. A child should never be hurried or worried, but the work should never be dropped for any length of time.

When we lived in Porto Rico my older girl spoke almost no English. I spoke English to her but she answered in Spanish. When we came to the United States matters were reversed. I began to talk to the child in Spanish. For a short time she answered me in that tongue but as soon as she had American playmates, and American aunts and uncles began to appear she answered me in English. As her Spanish prattle had not troubled me in Porto Rico, so I did not allow myself to be distressed about this English baby talk in our own country. I spoke to her always in Spanish when we were alone and usually in the presence of others. I used to arrange sets of questions for her and teach her the answers. These we repeated every day. I taught her to say, "Good morning" and "Good night," and to ask and answer all the polite and solicitous questions which in Spanish must always be repeated morning and evening.

When this older child was six years old I taught her to read in Spanish during the summer vacation. She learned very well for she could read English in the first reader, but I should have saved her and myself a good deal of unnecessary trouble if I had waited a few months until the English reading was easier for her. Reading is reading and the reading of any language helps a child toward the reading of any other. If they learn first to read the language which they hear most and with which they are most familiar they can learn much more easily the less familiar language. With the younger girl I never attempted any lessons in reading Spanish until she had had thorough drill in English phonics. I then began the Spanish which is much easier because it is phonetic, and she seemed to learn to read it in a day. She always enjoyed those first lessons more than her sister had because she was better prepared for them.

It is a difficult thing for anybody to speak to another in a foreign language when the native language of both is the same.

It is not a question of understanding or of making oneself understood. If you and your son John live in America and hear English all the time and talk English with everybody else, why in the world should you two converse in French or Spanish or Hebrew or anything else? It doesn't seem necessary or reasonable. Difficult as are the other questions in this matter of teaching a foreign language to a child, this is the hardest one of all. The child does not want to seem affected and strange before his friends. His own language seems more intimate and affectionate in the family and more sensible before others. Once in Porto Rico an English woman brought to my school her little son who was at that time eight years old. The child spoke to me in English from the first so that I supposed that he had always spoken it in the home. A few weeks later I happened to mention to the parents that the boy spoke English very well for a child brought up in a Spanish country and both of them were much surprised to know that he spoke it to me at all. They said that although he had always heard it and understood it he had always spoken the other language to them. From that time on they tried to get the boy to speak English to them but he refused and seemed so distressed that they let him speak Spanish for a time. They asked me if I could explain his preference for Spanish and I said that it was clear enough. He had begun to speak at home in Spanish just as every child born in a foreign country will speak first the foreign language if he sees anything of the natives. This beginning established Spanish as the home language for the little fellow and nothing else seemed right. But when he saw me I was a stranger and spoke first to him in English. A precedent was established and in English we went on speaking.

A mother who wishes to speak a foreign language to her children must do more or less acting and must lead the children to play a part more or less unconsciously. In the course of twenty years of teaching Spanish and English I have had many bright pupils. Some did excellent class work, many easily learned to grasp the meaning of spoken or written words, and many enjoyed working along from year to year and gradually increasing their knowledge. But among all the rest a few stand out as simply wonderful, and among these few were two boys of high school age whose talents would have shown in a circus ring. I remember

one, a Cuban, whom I taught from his fourteenth to his eighteenth year. He was bright eyed, handsome, agile as a cat, mischievous and impudent like himself alone. I never could rebuke him because even if I managed to keep a straight face I was inwardly so convulsed with laughter that I dared not say a word. He could mimic in song and speech every Spanish dialect he had ever heard. He seemed to get the particular tone or twang or drawl or impediment of the speech of every man, woman or child that crossed his path. All this he rehearsed at convenient or inconvenient times to delighted audiences in school or church or on the street corner or anywhere he happened to be. English he drank in delightedly in great gulps. He loved the sound of it and the sound of his own voice repeating the strange new words. Before he had been in the United States a year he could help American children pronounce words in the fourth reader and he amazed everybody by the vocabulary he had acquired.

From that experience I learned that acting has a place in the learning and teaching of a language. My talents are in other directions but I have learned at least not to act as if it seemed strange to me to speak to my daughters in the language of another country. If they object as they occasionally must, I argue gently and innocently in Spanish, not in English. If they ask the meaning of some Spanish word in what I have said, I explain in Spanish not in English. Once I said to the smaller one, "Vé arriba a traerme la bolsa de zurcir." "What is 'bolsa de zurcir?" she asked. "Es el saco donde guardo las medias que tengo que remendar," was the answer. She trotted off immediately and brought the darning-bag.

Last summer was the best that we have ever had together as far as the Spanish is concerned. We were alone in a country place and somehow the girls took to answering often in Spanish. They saw so little of other people. We had lessons from nine to ten in the morning and a neighbor's child was glad to join us. Her mother who was a Porto Rican had died when she was four years old and the child had come north to live with an American aunt. The relatives wanted her to learn Spanish and the child herself was delighted. Once in a while she would remember some word like "grande" or "leche" or "café," but most of it she had or course forgotten. She read in the first reader with my younger

child. After each reading lesson there was a lesson in dicatation and spelling. Then followed an oral exercise in which I asked questions in Spanish sometimes about the lesson just read and sometimes about some familiar subject. The girls answered me in complete sentences.

Toward evening we often played games using only Spanish words and expressions. We played "Pussy wants a corner" and "Blind Man's Buff." These happen to be in Spanish, "Lend me some fire," (Me da candela?) and "Blind Hen," (Gallina Ciega). The little girls ran and laughed and caught up and repeated delightedly everything that they heard me say. "Ven acá, Gallina, aquí está el maíz, y el arroz, Gallinita, y los tomates. Cuidado Gallina, por aquí va el perro. No tropieces."

A few domestic animals are a great help in such a summer class. I used to talk Spanish to the dog and the cat as seriously as if nobody had ever thought of anything different. I used to say, "Quítate del medio, Buck. Qué majadero eres! Ven acá gatita. ¿Tienes hambre? Llama a tu hijo y ven que aquí está la comida." The animals understood quite as well as if the words had been English and the children soon began to repeat all that I said. The dog is a particularly good helper right here for he is such a sympathetic and enthusiastic listener to anything said in a kind tone that the children watch him and shriek with laughter.

When my girls have learned a few stanzas of some Spanish song or poem, we repeat the lines together, taking turns. One repeats as much or as little as she chooses and another takes it up. This never becomes monotonous because each one may say three words or three lines or whatever she wishes before stopping. Any good selection, perfectly memorized is a treasure house of knowledge to a student young or old. From the one little fable, "El Chivo Afeitado," we have in the course of six months, taken up these points; the different between "quisicosa" and "rompecabeza," the name "Juana" as applying to womankind in general, the difference between "demanda" and "demand," the galicismo "remarcable," why the word "moscovita" means Russian, guitar music in barber shops, the situation of Tetuan and our interest in what is happening there today. A grown person with a fair knowledge of the language could take in all this in one lesson but with a child one proceeds slowly. Every point must seem to

come up by accident. A story at bedtime, a conversation by the brook or in the meadow, a chance reference in some school book, any one of these may give the mother her opportunity to explain.

Now a word about grammar. One feels timid about mentioning that subject now-a-days when the teaching of technical grammar has for so long been regarded with disfavor. Still a few solid facts give me courage to make certain statements. I do not believe in teaching the rules of grammar before the mind can grasp them, that is before there is sufficient knowledge of language for the formulating of rules, but the fact remains that anybody who expects to have a thorough knowledge of any language must reduce his ideas to order. Those pupils from high school age on, who learn the language easily and rapidly have in every case either an instinctive grasp of the rules and principles of grammar, or a good knowledge of these based on the study of Latin and other languages.

As for children, even when taught from their babyhood, they lose nearly all that they have "learned" unless they are systematically taught the parts of grammar suited to their years. I know an intelligent young woman who studied German, her parents' native tongue, for seven years, in public school with good teachers. She studied reading and conversation with no grammar. She had a little later two years of Spanish and about as much Latin with thorough drill in grammar. Today she can write more in Spanish than in German. She says helplessly, "I never learned the conjugations." I had a pupil once, a very bright girl in third year high school who had lived from her seventh to her fifteenth year in Mexico. Her parents were educated Americans but they took no pains to teach her Spanish. She went to a Mexican school and read and studied in Spanish with the native children. Surely this would seem to be an ideal way to learn Spanish. And yet that girl came to me for a course in Spanish grammar for she said that her lack of knowledge in that line made her helpless. She could not read anything but the simplest Spanish and could not write correctly in it, or express herself in any but the simplest conversation.

My older girl was nine years old before I had her look into a Spanish grammar. Before that time she had often conjugated verbs and had formed the plurals of nouns and adjectives but she

had learned no technical names for these exercises. From the time when she took those first grammar lessons she began to answer me in Spanish of her own accord without having to be taught each sentence. The summer in which she reached her ninth birthday she did seventy-five pages in a good logical Spanish grammar, writing all the exercises of English into Spanish. She did this easily and enjoyed it, but there I had her stop until the next summer vacation. She had her constant practice in conversation and seemed to realize for the first time that there are rules for forming sentences and that she could apply them. The next summer the grammar lessons were continued but at the subjunctive we stopped. I felt that it was too heavy for her.

She knows that she must say, "¿Qué quiere usted que yo haga?" and not, "Qué quiere usted que yo hago?" but she knows no such words as "subjunctive" and "dependent clauses."

So much for the past. For the future our methods will be little changed. We shall read together such things as the girls can understand without translation, not without explanation. We cannot thoroughly understand our own language without constantly reading the works of good authors, and certainly with a foreign language we must make up for the lack of conversation by the reading of good books.

It is now a little more than twenty years since Americans began to take a new and greater interest in the Spanish language and today that interest is still increasing. We are growing more sane too in our attitude toward the work in hand. We hear less and less about "easy methods" and "short cuts" now-a-days. Still once in a while a would-be learner comes to a teacher and says, "Can't you teach me conversation without grammar?" Yes, we can, when musicians teach piano and violin by ear.

Spanish as a commercial language is more important every day, and with Pío Baroja and Pérez Galdós and Blasco Ibáñez in the land of the living, literary Spanish can only increase the glory that was won for it by Cervantes Saavedra.

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THE REAL KNOWLEDGE OF A FOREIGN COUNTRY

By L. L. STROEBE

I. INTRODUCTION

THE war has taught us that the study of modern languages in our colleges and universities has not brought to our students all we hoped for. Many a soldier has found himself in a foreign country, unable to speak the language, in spite of the fact, that he had for several years pursued French or German courses in the high school and the university. Others were able to make themselves understood, as far as the needs of daily life were concerned, perhaps they also had a fair knowledge of the literature, but they knew nothing or had only the most superficial ideas about the history, the geography and the institutions of the foreign country, concerned. And those were, perhaps, men who for years had taken courses in foreign languages and literature at college and university, and had perhaps themselves taught French and German in an American high school. Even before the beginning of the war the whole country realized that the teaching of foreign languages was in need of improvement, and there is no doubt, that, as far as the oral work is concerned, a great deal has been accomplished. But little has been done in our colleges to give the students a knowledge of the foreign country, even to students who were specializing in the language of that country and were to teach it later on. There has been a great deal of talk about the teaching of "Realien," i.e., the geography, history and institutions of the foreign countries in our high schools and lately there have been innumerable little text books giving scraps of information about those subjects for our high school pupils. We are almost inclined to say that the pendulum has swung too far, and at a time when high school pupils ought to spend their time on verb drill and on the acquisition of a simple vocabulary, they are fed with facts which they can not understand about the government and the school system of the foreign country. It is clear that high school pupils are not mature enough for this kind of

work, and a real study of those subjects may better be taken up in college or even in the first year of graduate work. But it seems to me an absolute necessity for a college student who is specializing in French, German, Spanish or any other language to receive at some point in his career, definite instruction in the geography, history, the political institutions, the educational system and the most important features of the social and intellectual activity in the foreign country of his choice. In looking over college and university catalogues we can find some hopeful beginnings in this direction, but only a very small number of institutions consider the subject worthy of a distinct course of study. Quite a number of these subjects are discussed in the courses in literature, as modern literature especially can not be understood without a certain amount of such information, but a separate course is needed, in order to collect and supplement the scattered information which the students have accumulated in different ways during their college course.

There is great possibility of variation in such a course, as it must cover so many different subjects and its unity lies only in the fact that these subjects all pertain to one and the same foreign country. So this paper does not at all mean to dictate the method to be followed in giving such a course, but merely to give suggestions based on the experience of one person in trying to solve the problem. These suggestions as to how to acquire a real knowedge of a foreign country are intended not only for college instructors who conduct such courses, but will be especially useful for teachers and other persons who feel the need of such information for themselves. A large number of such people will be found among the teachers of modern languages in our high schools. Very few of them have had the opportunity of doing this kind of work in college, as very few colleges offer such courses, and those which offer them now have done so only recently. The demands on the professional education of modern language teachers in this country have increased tremendously within the last ten or fifteen years. Not only a speaking knowledge of the foreign idiom is demanded, but sound first hand information about the country itself is one of the prime requirements for effective, successful teaching. A great number of teachers attend summer schools in order to gain more knowledge and it is there especially that they find out that a

few weeks work in summer is not sufficient for their purposes and that they feel the need of more reading and studying during the rest of the year. But they do not have the time nor the necessary knowledge of books and other sources of information to plan out a course of reading for themselves and are therefore dependent on courses planned for their special benefit. Most of them have read a few books about the foreign country in English, for instance the books in the collection "*Our European Neighbours*" edited by W. H. Dawson, are widely known. Some of these, however, are most superficial and misleading, for instance the chapter on French Education in "*French Life in Town and Country*" is most unfair to France, as it is evidently written by a person with very little knowledge of the subject and absolutely no standards of comparison. There is no doubt that the average high school teacher of modern languages needs a guide for the study of the foreign country and it seems the duty of those who have worked in this special line to supply them with such guidance.

As far as German is concerned my suggestions for the choice of material rest on actual teaching experience, as I have conducted courses of this kind for almost ten years with undergraduate and graduate students at Vassar College and at my German summer school.

It seems important to me, that such a course should not be offered too early. In order to profit fully by it, students ought to be able to read the foreign language as rapidly as their own; they ought to be able to express themselves in a simple but clear way, and they must be mature enough to compare the institutions of the foreign country with those of their own country. The latter part of the undergraduate course in college or the first post-graduate year seems to be the time most suited to such work. Such a course offers excellent material for oral and written composition, as the formal part is just as important as the subject matter. We all agree that students need continuous practice in composition, in oral as well as written work, and courses in advanced prose composition have always been required of those specializing in modern languages. The material for these courses, however, is often chosen without system or continuity, ranging from the discussion of a literary question and outlines of the contents of novels and dramas to the description of pictures. Usually very little effort is made, to

connect one theme with another or to employ in the next lesson the words and phrases learned in the preceding one. If, however, the written and oral work centers around definite subjects, systematically built up on a study of "Realien," there is more hope that students will acquire a large vocabulary and fluency in its use. Students are much more interested in their themes if they have the feeling that they are not merely writing an "exercice," but that they are writing about subjects which are connected with each other and which have to do with real life. The interest in the subject matter certainly promotes an interest in the form. After students have looked up the topic for themselves, they feel that it is worth while to write about it or to stand before the class and give the others information about the foreign country which they have gathered and which they feel is valuable and interesting. Standing before the class and giving a talk in the foreign language is an excellent means of practice in the fluent and correct use of the foreign idiom. Emphasis is to be put on a clear and distinct pronunciation. Among the regulations for the Students' Army Training Corps it was suggested that students who are reciting or giving reports in the class room should stand at attention and should speak in a clear and distinct voice, as this is of "military importance." It is certainly not only of military importance, but just as advisable and necessary in any other walk of life, and that regulation should certainly not be forgotten in times of peace.

There are certain general principles which must be considered, if students are to gain definite results from such a course. First of all, the recitation must be conducted in the foreign language, as this course is meant to supplement other language courses. If students after two or three years of high school work and another two or three years of college work, are not able to express themselves in the foreign language in such a way that they can be understood, it shows clearly that their teaching has been very inferior.

The second point of importance is that students must have access to the original sources of information, and they must not study their subject from compilations in the English language. Of course good books written in the English language about the foreign countries have their place and may be read occasionally to supplement other work, but they are certainly not to be used as

regular text books. The choice of books, or to be more correct, the choice of many different chapters in many different books, is a tremendous task for the instructor, and to work out a course where the material is to be culled from so many different sources is a work of several years.

Another important point to be considered is, that the self-activity of the students is to be stimulated as much as possible, a principle which has to be considered in all teaching. This precludes a mere lecture course, but there are many cases where a short and clear introduction of five or ten minutes by the instructor is necessary, in order to enable students to understand the subject or the assignment for the next recitation. The preparation for the class work can be done in different ways by the students and it is well to vary the methods. Often students can be sent to the library to find out for themselves what they can about the subject under discussion; they will thus learn in time where to find general information and where to find more specific details. Very often, however, the subject is complex and difficult and the instructor will have to assign definite reading in definite books, in order to save time and effort on the part of the students.

Such a course can not be well conducted without a liberal supply of books, charts, pictures and other equipment. The greatest help toward a general survey of any of the subjects under consideration is a good encyclopedia and students ought to be trained from the beginning to consult such books first. For French there is the *Grand Dictionnaire universel du vingtième siècle*, by Pierre Larousse, and *La Grande Encyclopédie*, each containing more than twenty-five volumes. The new *Larousse Illustré* in eight volumes is, however, quite sufficient for our purposes. (*Nouveau Larousse Illustré*, Directeur: Claude Augé, Librarie Larousse, Paris). In German there is the *Grosse Konversations-Lexikon* of Brockhaus and that of Meyer, each containing more than twenty volumes. In Spanish, where fewer books are available, an encyclopedia is an absolute necessity. Of the three large ones, *Diccionario Universal de la lengua castellana, ciencias y artes* (D. Nicolas Mario Serrano, Madrid), *the Diccionario Enciclopedico Hispano Americano de Literatura, Ciencias y Artes*, (Barcelona, Montanna y Simon), and the *Enciclopedia Universale Illystrada Europeo-Americano* (Barcelona, José Espase), the latter

is the best for our purposes. Brockhaus and Meyer have also each published smaller editions of their encyclopedias in two and three volumes and in many cases those are sufficient for a general orientation. I have not been able to discover, either in French or in Spanish, any thing as good and as condensed as these short encyclopedias.

Next to these compilations, good guide books in the language of the country they describe are the greatest help to students as reference books. There are several volumes of Baedecker for France and Germany, and one each for Spain and South-America. They all contain valuable introductions about art and architecture and also much historical information. For France the *Guides Joanne* are to be highly recommended. Murray and Ford are good guide books for Spain, but unfortunately there are no Spanish editions of them. Often small local guide books can be procured and they will be found very useful.

Besides large and small encyclopedias and guide books, a great many other books are needed, but the cost of such books need not be charged to the language departments alone, as books on history, government, art, in the foreign language are just as valuable for the other departments concerned. Most of our colleges demand of their students before graduation a reading knowledge of one or two foreign languages, but this requirement becomes an empty form if the departments are not willing to demand of their students that they use books in the foreign language, whenever—as is quite often the case—the best information on the subject has not yet been made accessible in English. The charming French books in the collection *"Les villes d'art célèbres* (H. Laurens, Editeur, Paris) are just as valuable for the departments of art, architecture or history, as they are for the department of French; and the excellent *Monographien zur Geschichte, zur Kunst, und zur Erdkunde Deutschlands* (published by Velhagen and Klasing, Leipzig), are just as important for the respective departments as they are for the department of German.

The underlying principles are the same, whether such a course deals with France, Germany, Spain or any other country, though the distribution of subjects might slightly differ in the different languages. If we have a two or three hour course through the whole year, the first semester might be spent entirely on geography

and history, the word geography being taken in its wider sense and including the relation of physical features to living things, to industry, agriculture, the development of cities, etc. Of the history only an outline, a kind of frame work, can be mastered in such a short time. History and geography are the most important subjects and the study of others will be much more successful if the instructor can rely on a certain amount of information in these two. The second semester might be divided equally between a study of the constitution and government, the administration and the political life of the country in question, its school system and its universities, its art, newspapers, periodicals, daily life. A Spanish course of this kind naturally would have to include a study of the conditions in of the South American republics. This is perhaps too great a mass of material to be mastered in two semesters. Some subjects, however, might be dealt with more superficially than in the case of other foreign countries, as there is little doubt that Spanish America has less to give to American students intellectually than the other foreign countries studied, however important its present or future commercial relations with the United States may be.

Such a course of study naturally is open to the accusation of superficiality. It is impossible to learn in a short three hour course even the history of the foreign country; how can students acquire in this brief time a knowledge of other topics besides history? But such a course is not meant for students and specialists in history, art, political science or any other separate subject. It is merely meant to be a supplementary course for the study of modern philology taken in the broader sense as the term is used in Europe, meaning a study of the language, the literature and the life of a foreign nation.

Such a course can be taught only by an American instructor who has had several years of residence abroad and who knows the foreign country and its people, their history, institutions, ideals, culture, aspirations and national characteristics intimately, sympathetically and from first-hand observation. If the instructor is a native of the foreign country, the same knowledge of, and the same attitude toward American conditions is to be expected of him.

Vassar College.

(To be continued)

THE 'INVENTION' OF THE NATURAL METHOD OF LANGUAGE TEACHING

By Erwin Escher

THAT the 'natural method,' which applies object teaching to the study of modern foreign languages, was invented in the United States is an assumption commonly met with. It is probably based on the passage of the 'Report of the Committee of Twelve' dealing with that method,[1] and referring to the books of Heness[2] and Sauveur only, as representing the method. Also the financial success, in America and abroad, of the Berlitz schools, which adhere to the principle of object teaching, with exclusion of the mother tongue, may have contributed to this impression.

A. Rambeau, in reviewing[3] a paper by Kroeh on the natural method,[4] states that the method was 'invented' in 1865 by Gottlieb Heness. Rambeau was at the time engaged in expounding in the United States the principles of the German 'phonetic method.' The sarcasm of his observation was possibly due to his familiarity with analogous systems developed in Germany, which could claim priority; but also the difficulties which he encountered in his attempt to win supporters for the 'new method' as advocated by Viëtor and his friends, may have inclined him to a harsh judgment. Attempts had at that time been made to introduce the natural method in some of the public schools in New England. But even good teachers failed to obtain satisfactory results, and among the general public suspicion against any kind of conversational method was aroused. This, together with the erroneous identification of phonetics with spelling reform, made the progress of the phonetic method difficult.[5]

[1] Bulletin of the U. S. Bureau of Education 1899, 1397–98; also D. C. Heath & Co.

[2] Leitfaden für den Unterricht in der Deutschen Sprache, H. Holt; and others.

[3] Neuere Sprachen 2, 549.

[4] In 'Methods of Teaching Modern Languages', D. C. Heath & Co., 1893.

[5] C. H. Grandgent to Viëtor in Neuere Sprachen 1, 498.

G. Heness, the originator of the natural method in America, was not lacking in modesty concerning his own merits. In an introduction to his 'Leitfaden'[6] he states that he simply proposed to apply to foreign languages Pestalozzi's procedure in teaching High German to children in South Germany by using object lessons. He seems to follow Pestalozzi in so far as he starts with the human body rather than with the objects in the class room, and lacks a systematic arrangement in cycles, such as had been worked out in Germany.

Heness came to the United States in 1841. He remembered that in Germany, in a region where the native dialect differed markedly from High German, "the teacher's chief resource is the system of object teaching" according to Pestalozzi. "But Pestalozzi had another important end in view: To train the ear and the organs of speech of his pupils for High German, and to force on them the habit of speaking High German."[7] It occurred to Heness "ten years ago," apparently in 1865, "that English is very nearly related to German, and that this object teaching could be made of service in teaching German, or in fact, any other language." He made a trial with twelve "most intelligent and promising boys from 10 to 14 years of age."

"I had confidently promised that one school year of forty weeks, five days per week, and four hours per day would enable my pupils to speak German fluently. . . . This was in 1866-67." The 'Leitfaden' was conceived in 1868, first printed in 1872, translated into French by L. Sauveur in 1874, reedited in the 2d edition shortly after, (in 1875?) with an introduction giving the principles and the history of Heness' method.[8] The following may help to characterize the method and its author:

"Since the beginning of the race, this natural method has been the one employed universally in teaching children from the mother's lips their own language." The same method is followed by people who travel in foreign countries. The consecutive steps are: objects, pictures, questions and answers.

"There is no longer any doubt that this method is especially adapted for children."[9] . . . "In the natural order, reading and

[6] 4th ed. No date. Introduction apparently written in 1875.

[7] Leitfaden, 4th ed., p. 3.

[8] *Ibid.*, p. 14.

[9] *Ibid.*, p. 10.

writing come after speaking, grammar and dictionary after reading and writing."[10]

"The means of instruction" (summarized):

1. Resemblance between German and English words.
2. Context.
3. Pictures, but they are not indispensable.
4. The first reader is the 'Leitfaden,' begun in the seventh week. The teacher reads aloud, the class repeats; later on the class reads without help. Everything to be memorized must be explained, not translated.[11]
5. Questions to force the pupil to speak German.
6. Repetition of question and answer by the class.
7. Commands.
8. "There are hundreds of other expedients. Every good teacher invents them for himself . . . "

The concluding passages of the introduction to the 'Leitfaden' are quite utopian. The excessive amount of time to be devoted to the study of one foreign language excluded the system from ready application in the public schools: Heness' delusion in this respect is curiously similar to Gouin's more than a decade later.[12] Yet Heness succeeded in founding a number of private schools and vacation courses, and his system was much discussed in the United States in the 70's and 80's.

But whatever allowance is made for Heness' independence in applying object lessons to modern language teaching, the priority can not be claimed for him. It seems trite to mention Amos Comenius' Orbis Pictus of 1657, or Basedow's French course in the Dessau Philanthropinum, with its object lessons, in the last quarter of the eighteenth century. The popularity of pictures as a help for learning languages is very great at that time. "On veut vous apprendre huit langues, avec des gravures qui représentent les choses et leur nom au-dessous en huit langues" writes Nicholas Sébastien de Chamfort, toward the end of the century. Also Pestalozzi[13] speaks of the importance of object teaching in the service of modern language instruction.

[10] *Ibid.*, p. 11.

[11] Anecdotes taken from George Storme 'Select German Stories.'

[12] Gouin: The Art of Teaching and Studying Languages, Longmans.

[13] R. Kron in Vollmoeller's Jahresbericht 2, (1891-94), 320-321.

Yet even if we disregard the attempts of the 18th century in this direction, as having fallen into disuse by the middle of the 19th, Heness' priority cannot be maintained. According to R. Kron[14] the first application of object lessons to language teaching was made by Karl Griep, who in 1858 published a booklet containing word lists arranged according to subject matter in cycles, and based on the wall pictures of Wilke.[15] The name 'natural method,[16] seems to have been revived in Germany first by A. F. Louvier, who published several text books[17] in 1864 and the following years. Being a disciple of Kant he begins with Space, then introduces Time, and finally the twelve categories. His principles are: First, apperception, second, deduction, third, elementary logic. To him apperception is to be a vital experience, not a mere contemplation of pictures.[18] This systematic procedure of Louvier is quite different from Heness', who can hardly have been affected by it, while in Germany Louvier attracted attention and found followers. Heness' attitude toward pictures is however similar to that of Louvier.

Of greater interest yet seems to be the 'natural method' as recommended for the French schools by the minister of public instruction, Victor Duruy, in 1863.[19] Certain passages, if compared with Heness', make the latter's statements almost sound like an echo.

[14] *Ibid.*,

[15] "La Ville et la Campagne": Recueil de mots français avec traduction allemande, adaptés á l'explication des tableaux de M. Wilke. Berlin 1858.

[16] Used by Comenius, and in 1863 by V. Duruy, in France.

[17] Das erste Buch des franzoesischen Unterrichts. Ein Beitrag zur naturgemaessen Erlernung fremder Sprachen, etc. Hamburg. His principles in: "Ueber Naturgemaessheit im fremdsprachlichen Unterricht," 4th ed., Hamburg 1889.

[18] E. V. Sallwuerk: 'Die Geschichte der methodischen Bewegung' in Vollmoeller's Jahresbericht 2, 337. Ch. Schweitzer in 'Méthodologie des Langues vivantes' Paris 1917, quotes M. Hartmann, 'Die Anschauung im neusprachlichen Unterricht' as saying that in 1860 Louvier, teacher at a girls' school in Hamburg, frankly substituted intuition for translation exercises.

[19] Konrad Meier in Dresden, in an article 'Die Entwicklung des neusprachlichen Unterrichts in Frankreich' in Neuere Sprachen 6, 221 reprints the passages of the circular from which my quotation is taken. Duruy published it in 'Administration etc.' p. 22 and in 'Circulaires' p. 35 ff., an evidence, according to Meier, of the importance he attached to it. It is curious that Ch. Schweitzer, in 'Méthodologie des Langues vivantes' (1917), does not mention Duruy, in spite of his evident

"Il est nécessaire de leur apprendre aussi ce qu'on n'apprend bien que dans l'enfance, une langue étrangère. . . . Commençons de bonne heure et quand les organes encore flexibles se prêtent aisément à prendre toutes les habitudes; en outre l'exercice fréquemment répété étant nécessaire pour donner cette souplesse aux organes, nous composerons les classes d'un petit nombre d'élèves et nous rapprocherons le plus possible les leçons.

"La méthode à suivre est ce que j'appellerai la méthode naturelle, celle qu'on emploie pour l'enfant dans la famille, celle dont chacun use en pays étranger: peu de grammaire, l'anglais même n'en a pour ainsi dire pas, mais beaucoup d'exercices parlés, parce que la prononciation est la plus grande difficulté des langues vivantes; beaucoup aussi d'exercices écrits sur le tableau noir; des textes préparés avec soin, bien expliqués, d'où l'on fera sortir successivement toutes les règles grammaticales, et qui, appris ensuite par les élèves, leur fourniront les mots nécessaires pour qu'ils puissent composer eux-mêmes d'autres phrases à la leçon suivante.

"J'imagine qu'un certain nombre de phrases aient été apprises: ce sont des anecdotes, un récit. Le professeur, à un jour donné, exige que l'histoire étudiée et sue la semaine ou le mois précédent lui soit racontée; il ne faut plus réciter, il faut parler. A des élèves plus avancés on imposera comme devoir la lecture attentive d'un morceau plus ou moins étendu, selon leur force, et ils seront tenus d'en rendre compte à vive voix, à l'aide des mots qu'ils y auront trouvés. On fera naître ainsi des conversations véritables, et utiles à l'esprit au même temps qu'à la mémoire.

"Pour les dévoirs écrits, on ne commencera les thèmes qu'au moment où l'on reconnaîtra que les élèves sont en pleine et assurée possession des déclinaisons, des conjugaisons et d'un vocabulaire déja étendu. . . . Les curiosités philologiques et grammaticales seront soigneusement évitées. On les retrouvera suffisamment dans les textes expliqués. Plus tard on remplacera les thèmes par des compositions plus ou moins développées, dont les sujets seront empruntés à des lectures faites en classe à haute voix par le professeur.

desire to show, that the direct method in France was developed independently from the German method, and that it was rather the latter that was indebted to the French.

"Enfin on n'oubliera pas, pour la prononciation, qu'il faut, comme en toute chose d'éducation, aller du simple au composé, de la syllabe au mot. L'enseignement de la prononciation portant sur des faits purement matériels, il importe peu que le sens de la phrase périsse d'abord, que le mot lui-même soit décomposé en ses éléments syllabiques contrairement à la synthese ou de l'étymologie; l'essentiel est que la sensation spéciale que donne le son d'une syllabe arrive nettement à l'oreille de l'enfant, et que ce son puisse être reproduit par ses jeunes organes. Il sera plus tard exercé à mettre dans les mots l'accent tonique et, dans les phrases, à relever la voix sur les expressions que le sens indique comme les plus importantes."

In conclusion one finds that Heness on the whole did only what had been suggested and executed in Europe before him: Devise a method enabling young pupils to learn a language by intuition and without recourse to the mother tongue. His method lacks thoroughness, and deserves the criticism of the Committee of Twelve that "almost the only evidence of system is the arrangement, in a general way, of the easier discourses and dialogues at the beginning, the more difficult at the end."

Yet he did more: favoured by the peculiar conditions in the United States he created a series of private schools for language teaching, on a paying basis. Only in this respect does he seem to have been more successful than his European predecessors, who had to deal with a more rigid system of schools, where foreign language study had to be fitted into a fairly complete scheme of general education, and where utopian plans providing for a foreign language monopolizing the whole curriculum for a year or more were bound to fail, as did Gouin's analogous endeavours. The private school idea with foreign teachers, but for adult students primarily, was taken up in May 1878 by Berlitz in New York,[20] who transplanted the scheme successfully to Europe, thus contributing to put the American stamp on the natural method.

Heness is among the forerunners of the more rational direct method of language teaching in public schools, that was developed in the 80's and 90's; in England by Sweet; in France by men like Gouin, Bréal, Passy, Schweitzer; in Germany by Viëtor, Kuehn,

[20] A. Pakscher in Englische Studien, 21 (1895), 310 ff.

Stengel, Klinghardt, Rambeau, Walter and Doerr; in Scandinavia by Jespersen, Lundell, Western and Palmgren. Heness is not the first to foreshadow their method; and it is not he, but Victor Duruy, who first comes nearest to a precise statement of the conditions under which language teaching may be done most successfully.

Illinois College
Jacksonville.

Notes and News

Arkansas, Fannie A. Baker, Fort Smith High School
California, I. C. Hatch, Polytechnic High School, San Francisco
Iowa, Chas. E. Young, State University, Iowa City
Kansas, Mabel Duncan, Senior High School, Arkansas City
Louisiana, L. C. Durel, Tulane University
Maine, Roy M. Peterson, University of Maine, Orono
Nebraska, Abba Willard Bowen, Peru State Normal School
New York, Charles H. Holzwarth, West High, Rochester
Ohio, E. B. de Sauzé, Director of Modern Languages, Cleveland
Oklahoma, Faith Goss, Central High School, Tulsa
Pennsylvania, Isabelle Bronk, Swarthmore College, Swarthmore
South Dakota, Caroline Dean, Yankton
Washington, Grace I. Liddell, Lincoln High School, Tacoma
Wisconsin, B. Q. Morgan, University of Wisconsin, Madison

M. L. T. Annual Meeting Cancelled

Notice is hereby given that owing to the proximity of the date of the M. L. A. Meeting at Columbus, Ohio, to that of the usual annual meeting of the Association of Modern Language Teachers of the Central West and South, the Executive Council has voted to cancel this year's meeting.

C. H. Handschin,
Secretary, M.L.T.

In Re Translation

Of the discussion of methods there is no end, and properly so, for only thus is truth sifted out and progress made. While all will admit that the direct method has accomplished much in the way of injecting life and variety into foreign language teaching and study, it is evident that some teachers do not accept all its tenets without a struggle. An article by Professor John Hill in "Hispania" for November, 1919, entitled, "Translation vs. Oral Practice: the Students' Attitude," shows that those on whom we practise our theories feel that there is good in both forms of exercise. A sentence in Professor Hill's article has inspired this contribution. "Here (in desiring both translation and oral practice) we get a saneness of viewpoint that is wholly commendable, and

one that may well give pause to the headlong direct method advocates, if with them the desires of the students count for anything." In the "Modern Language Journal" for the same month an article by Francis M. Froelicher criticizes the program of French studies for elementary and secondary pupils drawn up by members of the staff of the University of Chicago High School because it overemphasizes speaking, a form of oral practice.

These two articles are significant to readers of the "Journal" who recall an article, "In Defense of Translation," written by Professor B. Q. Morgan for the issue for April, 1917. This article was a development of a brief note in the "Bulletin" of Wisconsin for January, 1917, in which Professor Morgan stated seven points in favor of translation, and called upon advocates of the direct method to define "minimum" in their often used phrase, "translation reduced to a minimum."

A reply to this note was made by Dr. Carl A. Krause in the "Bulletin" for April, 1917. Dr. Krause denounces translation as a regular class exercise, says that "minimum" does not need to be defined, and concludes: "I do not grant Morgan the correctness of any of his seven theses, but protest them, each and all, as unproved assumptions."

A categorical statement that a man's views are false does not prove anything except a difference of opinion. As Professor Morgan amplified and defended his points, in spite of the fact that his critic's views may be expressed elsewhere in his writings, the burden of disproof of these particular points rested on Dr. Krause and still rests on him. It is apparent that the champions of "minimum," whatever this term may signify, have not, to quote Professor Morgan again, "nearly cut the throat of translation." At least, it is a corpse that declines to stay in its grave.

C. E. Y.

The Department of Romance Languages of the State University of Iowa is sending invitations to the French and Spanish teachers of the state to a conference to be held in Iowa City March 26, 27. The program will be in two parts, one general or social and the other professional. The first part will contain such numbers as addresses by a noted Frenchman, illustrated lectures on France in peace and war and the hospitality of the faculty clubs. The second part will be composed of presentations and discussions of various teaching problems.

Director Collins of the Middlebury College Vt.) summer sessions writes: "President Poincaré of the French Republic has granted two medals in recognition of the distinctive work of the French School of the Summer Session of Middlebury College.

One of these medals is to be conferred upon the student accomplishing the best work in French Literature and the other will be given for the best work in Commercial and Industrial Geography of France and her Colonies. The details of the plan under which the awards will be made will be worked out by Professor H. P. Williamson de Visme, Dean of the French School, and Dr. G. de la Jarrie, representative of the French Government, will be submitted for the approval of President Thomas, and announced later by me."

The French Ministry of Public Instruction had conferred on Professor Casimir D. Zdanowicz of Randolph Macon Womans' College, Lynchburg, Va. the "Palmes académiques," and made him an "Officier d'académie" in appreciation of services rendered as Professor of English at the "Centre de Préparation" at Metz last year, when he was teaching under the auspices of the "Foyers du Soldat". This is an indication of the appreciation of French authorities for the work done by American teachers over there.

Several Arkansas schools are finding the French Club a useful adjunct to class room work. Henderson Brown College has a fine French Club, full of enthusiasm. The High Schools of Van Buren and Fort Smith report flourishing organizations. At Fort Smith, Le Cercle Français numbers sixty members. The Club boasts of several talented members, one of whom writes original poems in French, another writes original short stories, illustrated Dialogues, short French plays, sometimes a debate in French.—All keep up the interest and give practical training in actual use of the language. Current events form an important feature of the programs and short stories of the war such are found in *La France hêroique.*

Foreign Language in the High Schools of Wisconsin

Interesting figures on the language situation in various schools and colleges have already appeared in the Journal, but so far no one has attempted the study of an entire state, including large and small schools. The following figures have been compiled from the reports of high school principals dated October 1916 and 1919 respectively. No guarantee can be given of the accuracy of the figures in detail, but it is not believed that minor errors, if any have occurred, can invalidate the general conclusions which the figures compel. The seriousness of the situation becomes still more apparent when the language enrollment is related to the total school enrollment—a feature which has hitherto largely been overlooked in similar comparisons.

The study includes 305 public high schools of the state, inspected and accredited by university men. In the year 1916 the

language distribution was: German only, 139; Latin and German, 103; no language, 47; scattering, 17. In the fall of 1919: Latin only 77; Latin and French, 53; scattering, 43; no language, 135. The total student enrollment of these schools was 45,773 in 1916, 52,098 in 1919, a gain of 14 percent.

The total foreign language enrollment for the two years was 16,472 and 12,500 respectively, an absolute drop of 24 percent. But as we have seen, the total number of pupils increased 14 percent; hence the language enrollment for 1919, to keep pace with the growth of the schools, should have been 18,700. Thus there is a relative loss of 33 percent in foreign language study since 1916. It will be of interest to analyze these figures still further.

We may distinguish five groups of schools with respect to the language situation. In the first place, there are the schools which offered no language in 1916 and offer none now. These are all small schools. Second, there are 33 schools in which the language enrollment has increased both absolutely and relatively; about 16 percent of the total number of schools. Third, no less than 89 high schools have dropped foreign language since 1916, an aggregate loss of 1,746 pupils. These were however largely small schools, totalling 5,398 pupils in 1916, 5,959 in 1919. Fourth, 21 schools which increased their absolute enrollment in foreign language (5 had the same number of pupils in the two years, and in one case the figure was not given) showed a relative loss; these schools had a total enrollment of 4,788 and 6,034, a language enrollment of 1,826 and 1,935. Finally, 116 schools registered an absolute drop in language pupils, from 11,483 in 1916 to 8,082 in 1919. This group includes nearly all the large high schools in the state, with total enrollments of 26,527 and 29,816 in the two years. If we add the pupils in the last three groups of schools, we get a total of 36,713 and 41,809; in each year this total represents 80 percent of the total for the state. The total language enrollment in these schools dropped from 15,055 to 10,016, 33.5 percent. But the relative drop, in view of the increase in total pupils, is 41.6 percent. In other words, 72.5 percent of the public high schools in Wisconsin, enrolling 80 percent of our high school youth, are teaching less than three-fifths of the foreign language that they taught three years ago.

Educators uniformly interpret these figures substantially as follows: Wisconsin is a largely German state, and where one modern language was to be taught, as was the case in very many of our high schools, that language would naturally be German. Now that German has been thrown out (only 21 high schools are teaching German this year), Latin has increased, Spanish has been introduced, and French has leaped to the fore; but the total increases in those subjects fall far short of making up the losses in German. Nor do most observers believe that French and Spanish,

in a state like Wisconsin, can ever take the place that German formerly occupied. The result is a severe blow to the study of foreign language as such.

German Gradually Recovering in Colleges

The following figures, as collected for the first semester of the current year, show a healthy growth in the study of German in institutions belonging to the Association of American Universities. Figures for Harvard include Radcliffe College, as the teaching there is done by the Harvard staff. The total absolute increase over 1918 is 32 percent.

	Full teaching positions	Total hours instruction	Beginners this term	Graduate majors	Total students	Total 1918 2d quarter
California	6½	68	143	15	373	315
Chicago	8	80	84	8	201	95
Cornell	4	52	53	3	251	101
Harvard	10	157	542	2	833	512
Illinois	6	58	96	1	300	200
Indiana	2	23	24	0	69	59
Iowa	2	36	71	1	229	144
Johns Hopkins	4	27	11	4	58	64
Kansas	3⅓	46	62	3	135	121
Michigan	6	82	103	1	553	285
Minnesota	8	99	149	8	571	313
Missouri	2	28	70	1	112	55
Nebraska	1½	16	56	0	124	37
Northwestern	3½	39	59	0	270	72
Ohio State	4	50	79	0	208	88
Pennsylvania	9	114	18	5	882	915
Princeton	3	45	20	1	192	97
Stanford	5	60	92	3	254	121
Virginia	1	12	47	0	91	
Wisconsin	6½	80	69	11	415	264
Yale	5	66	69	3	365	200
					6,436	4,858

The M.L.A. of Southern California will resume the publication of its Modern Language Bulletin. Carleton Ames Wheeler, Supervisor of Modern Languages of Los Angeles will be the editor and he will be assisted by A. B. Forster of Hollywood High School.

Señor V. Blasco Ibáñez lectured on the evening of Jan. 31 before the pupils and teachers of the Los Angeles schools under the auspices of the local chapter of the American Association of Teachers of Spanish.

Four committees of teachers in the Los Angeles schools are at work examining new texts in French and Spanish preparatory to

making up the lists for 1920-21. These committees are headed by the Supervisor of Modern Languages and by Misses Emma L. Simpson, Alice M. Hindson, Louisa W. Hutchison, and Mr. Geo. W. H. Shield.

A list of some 19 grammars, 17 readers, 17 "classics," and 11 other books (phonetic readers, verb tables, song collections, etc.) is to be examined for French. For Spanish 9 grammars, 16 readers, 10 "classics," and 2 others are proposed for consideration. Each committee is to meet five times at intervals of a week, and will study also the titles of the existing approved list with the aim of determining which of these are to be retained. Such a procedure should insure satisfactory results.

Dr. John C. Ransmeier of Tulane has left Louisiana as a result of the State law which forbids the teaching of German in our State. It is hoped that the Legislature will permit at its next meeting in May, the teaching of German, in our Universities at least. Miss Noelie Hart, State Chairman of the Modern Language Section of the State Teachers Association has left the State and is now teaching French at the University of Texas.

Romance languages are in great demand but the supply of teachers is inadequate, due to the fact that salaries in Louisiana seem to be the lowest paid. Tulane University has decided to recognize a fourth unit in French thereby putting that language on the same basis as the classical languages. Newcomb college is to extend its Spanish Department greatly. Plans are on foot to offer full four year courses in French and Spanish in all New Orleans High Schools. A Group of Romance language teachers is being formed by the New Orleans teachers.

Financial conditions have produced a third postponement of the Annual meeting of the Louisiana State Teachers Association and so Modern Language teachers will miss the yearly gathering which has been productive of much good.

The language situation is unfavorable, even in French and Spanish because of large registration and no adequate teachers available at the salaries being offered. In Tulane, with two hundred taking Freshman French, there are no students in the training courses for teachers of that subject.

Hispania for February publishes an announcement by the Hispanic American Relations committee of the University of California of the arrangements that have been made with the Chilean government for the establishment of several exchange professorships with the United States. As many as four professors may go from us at a given time, in which case there is to be a representative each of a university, of a technical school, of secondary schools, and of elementary schools. The Chilean government has

provided money for paying the teachers who come north and the delegates from us are to be paid by their respective institutions. Appointees must speak Spanish. The Chilean school year runs from March to December. The appointees for 1920 are Dr. Chas. E. Chapman, Associate Professor of Spanish-American history, University of California and E. M. Gregory, teacher of Spanish in the Polytechnic High School, San Francisco. The letter is signed by the chairman and the secretary of the committee, C. E. Chapman and H. I. Priestley, both of the University of California.

In the same number we read that new associate editors of *Hispania* were elected at the Christmas meeting of the A.A.T.S., as follows: Professors Onis of Columbia and Schulz of South California, Dr. Coester of Stanford, Messrs. Mercado of the Commercial High School, Brooklyn, and Donlan of the High School of Commerce, Boston. Mr. Mercado takes the place of Mr. P. B. Burnet and Mr. Donlan of Mr. Joel Hatheway, both of whom had resigned.

The President of the Association, Mr. L. A. Wilkins, announced in his address that arrangements had been made with the University of Porto Rico for a vacation school of Spanish, July 5–Aug. 13, 1920 at Rio Piedras, which place is said to have an excellent summer climate, and that the Costa Rican government proposes to make similar arrangements in San José if encouraged to do so. The expense of a summer in Costa Rica is estimated at $500 as a generous allowance. Persons interested in the Porto Rican school should communicate with the Bureau of Insular Affairs at Washington.

Several changes have occurred in the modern language Faculty of the University of Maine. Dr. J. B. Segall, who spent last year in Washington and Europe as a representative of the Food Administration, has returned as Professor of French. Dr. R. R. Drummond, formerly Assistant Professor of German, has been promoted to a professorship in that language. New instructors in Spanish are W. I. Crowley and Miss Alta I. Carswell. The department of Spanish has the largest registration among the languages while French is a close second. Instruction in German, which was suspended during the war, has been resumed with a satisfactory enrollment.

A correspondent writes from Texas:

I have been particularly interested in your "editorial" in the January number about the quality of school work—comforted at little also. I had felt that the condition here (a very aggravated one) was due largely to the class of pupils naturally found in such a school as ours, a private school for boys. It would seem not

entirely so. Moreover, I can assure your correspondent that beginning pupils are not the only ones who cause trouble. Seniors are showing as little mental energy, or ability, here this year as the lower classmen. Similar to the report of your quoted correspondent, we have not only "linguistic morons," but mathematical, scientific, and historical specimens also in great number.

Certainly in our case the condition is not due to overcrowded classes. All my colleagues whom I have consulted have expressed themselves with a note of discouragement. One thoughtful teacher suggests as a reason the ever increasing distractions of one kind or another in the home life of the pupils. Another sees the condition as the inevitable result of the present tendency to "make things easy" for the pupils. My idea is that the schools are being filled up with the kind of material that formerly went to work after discovering in the grades that they were not fitted for an education. Now they are persuaded to go to high school—and to college. And I suppose the colleges could make a similar complaint—that many are trying to do college work who do not have college ability. If my information is not faulty, our State University lost about 10% of its enrollment at the end of the fall term through failures—and without a doubt it is much better off, unless there has been a considerable enrollment of similar quality since Christmas. Our idea that anyone who can be dragged into school can be given an education is absurd. Some have been so successfully inocculated against an education (in the commonly accepted sense) that no amount of exposure would ever appreciably weaken their constitutional resistance.

We have in effect here a plan of biweekly examinations. A student failing in a subject on one of these tests, in order to stay in the class, must pass an examination on the same material within a week and a half. Presumably he has studied by himself or has been tutored before making the second trial. In the period between September and December I gave 259 pupil tests to 71 pupils. Nearly 30% of the 259 resulted in failures. Over 60% of the 71 failed on one or more tests. On second trial somewhat less than 25% passed, and nearly 33% made lower grades than they had made the first time! Why? I am sure only one reason occurs to me—the "moral fibre" of a considerable percentage of our pupil enrollment is not fibre at all—it is adipose tissue.

T. A. F.

The American Association of Teachers of Spanish has accepted the invitation of the Chicago Chapter to hold its next annual meeting in that city late in December 1920. The exact date and further details will be announced later.

The Bulletin of High Points of the New York High Schools for December tells of the excellent work undertaken by the French

department of the Morris High School in organizing the task of collecting garments for the children of the devastated regions of the north of France. Nine large cases of garments and toys, used and new, were gathered and shipped with the co-operation of the French Mission.

This periodical announces also that the Union Française of the Institut Français aux Etats-Unis is offering medals for excellence in French to students in high schools of the city, holders of which will have free entry to the Museum of French Art, 599 Fifth Ave., and to all lectures given by the Institut.

The Bulletin's account of a talk by Miss Davis of the Metropolitan Museum on the materials to be found in the Museum that would be of service in teaching the life and customs of France and Spain, accompanied by an exhibit of representative slides, is suggestive of what may be done in other cities that have museums of art.

It announces, too, the formation of an Association of French Teachers of New York City, gives lists of students and teachers in Cuba, Costa Rica, and Buenos Aires who would be glad to exchange letters with American pupils, and mentions the traveling exhibits of French and Spanish material now being prepared under the auspices of the French Teachers Association and the N. Y. Chapter of the Association of Teachers of Spanish.

The regular meeting of the Chicago Society of Romance Teachers took place at the Maison Française of the University of Chicago, Jan. 31. President De Salvio of Northwestern presided and introduced the speaker, Professor E. H. Wilkins of the University of Chicago, who presented the claims of Italian to the interest and attention of American teachers and students of language. The speaker maintained that in view of Italy's evident and valuable contributions to the world's achievement and culture, in the past and in the present, the language and literature of that country should have a larger place in our program of studies. This Society in now in its fourth year, and, in conjunction with the recently formed Chapter of the Association of Spanish Teachers, brings the teachers of Romance languages in the city in closer relation than in the past.

The New York Times of Jan. 31 announced the appointment to the Gebhard Professorship of German in Columbia University of Robert Herndon Fife of Wesleyan University, in succession to the late Calvin Thomas. Professor Fife did his undergraduate work at the University of Virginia, his graduate work at Goettingen and Leipsic, and taught at Western Reserve and the University of Virginia before going to Wesleyan. Readers of the

Journal will recall that he was one of the strong advocates of the formation of the National Federation of Modern Language Teachers, which came into being last year. He has been President of the New England M.L.A., and is chairman of the Connecticut State Board of Charities.

A more careful analysis of the fragmentary statistics in the January issue of the Journal would seem to indicate that the registration in modern foreign languages is about holding its own. For ten high schools the registration in 1914 was 9,591; in 1919, 11,537—an absolute gain of 1,946. For eight higher institutions the registration was 11,606 in 1917; in 1919, 14,430—an absolute gain of 2,824. The percentage of gain is about 23% for the schools from which we have reports, and something over 24% for the other institutions. If an estimate of 20% normal increase in the growth of High School registration and of 30% in the growth of the registration in higher institutions be approximately correct, the language classes have about held their own on the basis of the Journal's returns. However, it is clear that these are but fragmentary.

At the University of Chicago the registration in modern foreign languages was 884 for the Winter Quarter of 1917, and is 1,028 for the Winter Quarter of 1920, or an increase of less than 20%.

The paper of Professor T. L. Kelley of Teachers' College before the recent N. Y. State M.L.A. seems to indicate that experiments with pre-determination tests have not up to the present yielded very convincing results, as it is not clear whether the tests have done more than throw light on the general intelligence of the pupil, rather than on specific ability in learning languages.

The following summary of another paper given at the same meeting furnishes food for thought. Many of the speaker's remarks have a very familiar sound. He is evidently one of those to whom the word "reorganize" has a certain magic quality, as it seemed to have to many persons in high administrative positions of all sorts during the war. Those of us who have been frequenting modern language class rooms would diagnose the difficulties somewhat differently, and would say that to adopt the principles which he advocates and to proceed to act on them generally would be one of the most difficult things in the teaching world and would lead to poorer results than we get now. It is doubtful if the general public or we language teachers—at any rate those amongst us who are most vocal in demanding new things—realize how lacking in the necessary equipment for carrying out any such program are too many of our teachers of modern foreign languages, and how the situation grows daily more acute under present circumstances. The case of the young teacher giving instruction by the

direct method in a foreign language after only a few months of study, and using all her verbs in the infinitive, is extreme, but it is more distressing than amusing. It is much harder for American teachers to get satisfactory training for teaching modern foreign languages than for any other subject. Such training demands more time and money. It would seem that it is only reasonable for school boards to recognize this in some substantial way.

But it is time to yield the floor to Dean T. M. Balliet of New York University, who, according to our correspondent, spoke about as follows:

Dean Balliet assured us that French is not a hard language to speak since even the feebleminded of France speak French. Why then should not our pupils learn to speak it? The motive of language study should not be mental discipline. The value of anything is determined by what it does for those who like it. We should not train our pupils to the end of reading the classical literature of the foreign nation, for they don't read our own classic literature. The vocational aim should receive greater emphasis. We should get the everyday language. The importance of a knowledge of French and German for professional men was emphasized. Few pupils should take up French and German and by far fewer Latin. We should sift out the poor students after a few weeks. It is important to bear in mind that the average pupil doesn't have the same sort of a mind as the professor who plans the course. Courses and schools should be reorganized to fit all kinds of minds, to give everyone a chance. For all who intend to enter professions or sciences there should be a six years modern language course. The direct method is the only practical method; we should teach only enough grammar to enable the pupil to read and speak. During the first year the pupil's ear should be trained by hearing the language constantly but he should not be required to answer in the foreign language himself, for psychology teaches us that the auditory sense center controls the speech center, which makes it necessary to develop the auditory center first. Let us get fluency before grammatical correctness. The latter comes with practice. The teacher inhibits fluency by constant correction. The value of language instruction lies in the use one makes of it. Too many have wasted their time because they never make any use of the language they studied. Children should get culture by reading the masterpieces of ancient and modern literature in English translation.

The Alliance Française of Cincinnati is offering membership cards to pupils from the high schools of the city and vicinity who attain the highest averages (at least ninety per cent.) in their classes for the complete course. The following pupils have been awarded these cards for 1919–20:

Cincinnati; Hughes, Gaylord Merriman; Woodward, A. E. Ernest; Walnut Hills, Miss Emma Freericks; Madisonville H. S., Richard Crosset; Norward H. S., Gordon Hattersley. Other Schools: Wyoming, Herbert Lape; University School, Lucille Yungblut; College Preparatory, Marian Hayward; Sacred Heart Academy, Melva Walburg; Covington H. S., Edna Miller.

The Modern Language Press of Milwaukee announces two French "table games": a Jeu de Vocabulaire and a Jeu de Verbes, intended for clubs and conversation groups.

Vincente Blasco-Ibáñez spoke before the San Francisco Chapter of the Association of Teachers of Spanish at the Public Library on Feb. 7th. He repudiated the implication in the phrase often heard that "Spanish is of some use as a commercial language" and pointed out the many excellent contributions of Spaniards to world literature. He also maintained that Spain is not merely a territory of Western Europe, but that the Spanish spirit unites all the Spanish-speaking countries.

The French department in the Oakland (Cal.) High School is endeavoring to carry over language interests into practical activities. Members of the classes visit poor French families and take needed food and clothing to them. The school is supporting four orphans in France, and has raised money for this purpose by giving a French entertainment, including a "cabaret dance."

The officers of the Association Française of San Francisco are E. J. Dupuy, Girls' High School, president; Mrs. Belle Bickford, Oakland High School, secretary.

A year or so ago the legislature of Nebraska passed the "Mockett law," providing that no foreign language may be taught below the ninth grades. This of course excludes even Latin from junior high schools, until the last year. Strong pressure is being brought to bear upon the constitutional convention now in session, to achieve the incorporation of this measure in the new constitution.

Another evidence of the present-day distrust of any living tongue but "American" is the fact that in a majority of Nebraska high schools Latin is the only foreign languge now offered. In Omaha and Lincoln, however, the French and Spanish departments are flourishing in the various high schools. French has the greater number as yet; but in February, 1920, the Lincoln registration in beginning Spanish equalled that in beginning French; and Lincoln notes a steadily increasing demand for Spanish.

Teachers' salaries in Nebraska will average 25% higher next year than at present. Administrative boards, from the university down to the rural school, are voting substantial increases. Lincoln

citizens have just ratified at the polls the board's proposal to add $400.00 to the yearly salary of every teacher—effective at once. Action of this sort will help to fill the six or seven hundred school rooms vacant at present.

An interesting result of the new system of teaching languages introduced into the Cleveland schools last year is the considerable lessening of the percentage of failures. It was reduced from as high as thirty-five per cent to as low as three or four per cent, in spite of the fact that during that time the popularity of French and Spanish brought into the classes more students and quite a few of less high intellectual average. This is due, the teachers say, to the oral drill which enables the student to visualize more vividly and to master more readily. Another contributing feature is that the fundamental principles of the language studied have been taken more slowly and one at a time; as long as one week is spent on one main point of grammar in order to achieve complete mastery of it before proceeding to the next point. Teachers found also that results improved with the interest that the student took in France, Spain and South America through an exchange of correspondence with French, Spanish or South American students. These results have just been measured from a series of standardized tests that were given from the office of the director of foreign languages to all the modern language classes.

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Various exhibits showing the importance and the value, cultural and practical, of modern languages are going to be shown to the visitors at the N. E. A. convention to be held in Cleveland at the end of February. There will be classes to demonstrate an efficient method of teaching French and Spanish and the feasibility of eliminating English from all modern language classes.

The Journal has received a communication from the National Security League announcing its support of the movement for increased pay for teachers as a part of its "Square Deal" platform of the League. This important question is being widely agitated just now. It is to be sincerely hoped that what seems to be a favorable attitude on the part of the general public will not be unproductive of results. However we have epidemics of interest in good causes, and too often no better results than are found in the wake of most epidemics.

A member of the editorial board writes: "I'm trying for more Notes and News but it is hard to scratch them up. Every one wants them but no one will send them in!" If we were to place a profound saying under each caption in the Journal after the manner of a novel of the Romantic period, the last sentence of this

quotation would long remain under the caption that heads this department. The managing editor was quite bowled over recently by the receipt of two unsolicited offers from loyal friends to take on the duties of correspondents from two important states, and rejoiced at the thought of soon seeing his flag aglow with all its forty-eight stars. Who knows what next week's mail may bring in?

Among forthcoming articles are: Fulminations of a College Professor, by S. M. Waxman; Good and Bad Reasons for Studying Modern Languages, by the late Calvin Thomas; Results of Correspondence with French Pupils, by Wilhelmina Mohr; The New French University by Elizabeth Wallace; Collecting Data on Modern Language Teaching, by John Van Horne; The Real Knowledge of a Foreign Country, by L. L. Stroebe (*continued*); The Boston authorized List of Modern Language Text Books by Joel Hatheway.

We learn that Professor E. C. Hills of Indiana University has recently received the honor of being made a corresponding member of the Royal Spanish Academy.

Reviews

Curso Práctico de Español para Principiantes. By G. CHERUBINI. The John C. Winston Company. The Winston Modern Language Series, XXXII+269 pp.

Preface. The author announces definite principles, summarized as follows: 1. Only the fundamentals of grammar are given. 2. To avoid abrupt transitions enough material is supplied to keep the students on each important grammatical point for one full week. 3. Dialogue form lends itself to oral drill. 4. Topics and vocabularies consist of conversational words. 5. Grammar is taught inductively. These principles are the same as those used in a companion volume, *Cours Pratique de Français*, by Dr. E. B. de Sauzé. The material was actually tested in the Cleveland schools before it was printed. Such a test should be invaluable and ought to be applied to every grammar before it is published. In a Foreword the author explains how the lessons should be taught; this Foreword should be carefully studied.

Introduction. The rules for pronunciation contain brief directions for the position of the organs of speech in the formation of the various sounds. Not much account is taken of exceptions or niceties; technical phonetic terminology is wisely not used without explanations. The sound of *ch* in the Scotch "loch" will probably be unfamiliar. The representation of consonantal sounds before the several vowels (section 4) is good, although the reviewer would put the vowels in alphabetical order. In syllabification (p. xxx) a treatment of *s* would be helpful.

In considering the thirty lessons that form the body of the book, it must be remembered that a full week (or five recitation days) is to be devoted to each lesson. Thus ample time is allowed for the practice so necessary in teaching by the direct method. So far as seems compatible with good results, English is eliminated. Each lesson contains a single grammatical principle, or two or three related principles, and also some additional matter, such as the tense of a verb, an idiom, etc. Each lesson begins with a *lectura* which illustrates the principles involved in the subject matter of the lesson. This is followed by the *gramática*, written in Spanish. Then come the *ejercicios*, usually three in each lesson, and the *vocabulario*. Each of these divisions deserves some comment.

Lectura. The reading lessons treat topics of every day life, and contain useful vocabularies. They also illustrate the grammatical rules of the lesson, usually adequately. Occasionally, there are insufficient examples of important principles; thus, on page 132, lines 19 to 23, are found two unconvincing examples of the future of probability; yet the reading lesson is long enough to contain half a dozen good examples. In all compositions artificially built around a given topic or given rules, it is hard to produce natural Spanish. On the whole, these specimens are quite usable, but there are matters of detail which should be revised and improved. On pages 14 and 28, the subject pronoun *él* is too prominent; page 57, line 24, *pues que* does not seem as appropriate as *puesto que* or *como;* page 63, lines 4, 5, *le* and *lo* are direct objects referring to the same person in the same sentence; page 80, line 17, *ino que no me baño!* is obscure; page 149, lines 16-19, the same persons are addressed formally and informally in one sentence. In these and other instances, a revision would improve this reading material, which is a very important and valuable feature of the book. It should be noted that great familiarity with conversational Spanish is essential for teaching these lessons well. Many idiomatic phrases must be explained with little or no help from the vocabulary.

Grammática. The grammatical rules are written in Spanish. Usually examples precede rules, but this order is not infrequently inverted, especially toward the end of the book (cf. page 113, rule IX and page 147, rule I). Sometimes no examples are given. Many will take issue with the author on the matter of writing rules in Spanish. A great burden of explanation is thrown upon the teacher. The reviewer is inclined to sympathize with Mr. Cherubini's idea, for the reason that a maximum of Spanish in the class room is advisable. In any case, the rules as they stand should be materially improved. A number of instances of artificial Spanish, of inaccurate statements, and of obscurity have been noticed. To give some examples: page 35, rule III, no allowance is made for *ti*; page 41, rule III, the mention of the personal pronoun without the word *disjunctive* is confusing; page 94, rule IV, *que* is an unfortunate choice as an illustration of the preposition before the infinitive; page 112, rule III, the statement is as true of the third person singular as it is of the third plural; page 47, rule III, the plural forms of *mejor* and *peor* should be given; page 51, rule I, both examples are of *o* verbs. The use of the perfect tense before lesson 20 does not always agree with the correct rule for its use in that lesson. Occasionally English is admitted in explaining difficult idioms such as the English auxiliary *do*. If English is allowed at all, it would be serviceable in numerous places where not used.

Ejercicios. In nearly all the lessons the exercises are of three kinds—Spanish questions to be answered in written Spanish, sentences with blanks to be filled in, and English sentences to be translated. There are very few variations from these three types. The Spanish questions deal with the subject matter of the *lectura.* It is perhaps impossible to make such questions seem always natural. On the whole, Mr. Cherubini has composed a very serviceable set of queries. In order to answer them students must know the *lectura* well. Questions to be answered orally are left to the teacher, as they should be.

An excellent feature is furnished in the sentences which contain blanks. This is the best executed part of the book. In nearly every case the ability to fill these blanks implies the understanding of a principle.

The English sentences are only fairly connected in sense, and are somewhat complicated. If translation from Spanish to English is unfortunate in its results, what are the advantages of translation from English to Spanish? Valuable training is possible in translation from English to Spanish and vice versa, but in neither case can it be said to fit in with the direct method or to create a Spanish atmosphere. The English sentences could be simplified by a thorough revision and thereby improved.

Miscellanies. The maps are reproduced with place names in English. Some errors are to be noticed in the pictures. It is misleading to suggest that the *Escorial* is in Madrid. In the picture entitled *Sevilla—La Giralda,* the Giralda is in the background, while it is the *Torre del Oro* which is in the foreground. The book contains several songs with music. Each page of the book has its number written out. On pages 200 and above, the form *doscienta* is given, apparently in a mistaken effort to bring about agreement with *página.* There is an adequate appendix on numerals and verbs. The Spanish-English vocabulary does not contain all words; numerous omissions, probably intentional, have been remarked of words in the anecdotes and in the grammatical explanations. In the book there are some twenty misprints or oversights, mostly unimportant.

The author is to be congratulated for putting into separate lessons the preterite and imperfect tenses and the future and conditional tenses.

Mr. Cherubini's book is written chiefly for High School students. The reviewer does not recommend its use in colleges, unless considerable time can be devoted to each lesson. The author has definite pedagogical principles, carefully worked out in actual teaching. He has the courage to eliminate material which he considers unfavorable to the direct method. In practical use in the class room this material will appear to better advantage

than it does in print. The reviewer believes that to insure accuracy in a second edition, the grammatical rules should be partly rewritten, and some of the reading material and exercises, especially the English sentences, be revised.

JOHN VAN HORNE

University of Illinois.

Histoire de France. Cours Élémentaire. Par Ernest Lavisse de l'Académie Française. D. C. Heath & Co., 1919. VI+247 pp.

Not every historian has the versatility to edit a monumental history of his country and at the same time write a popular textbook for children. M. Ernest Lavisse has accomplished this difficult task. His great work, *l'Histoire de France depuis les origines jusqu'à la Révolution*, 18 vols., 1901–1911), is admired by scholars for its scientific accuracy and lucidity of style. This same accuracy and lucidity of style is found in his *Cours Élémentaire* (A. Colin, Paris), the first book in history used in the French primary schools at the present time, and of which this American text is a reproduction. The great success in France of the *Cours Élémentaire* can be largely explained by the fact that M. Lavisse is as great a student of pedagogy as he is of history—witness his three instructive books on pedagogy,[1] and his position as Head of the École normale. If we bear in mind the additional fact, expressed in one form or another by various biographers, that "M. Lavisse is very fond of young people," no further explanation is needed. The book in its original form has already been used in this country, and in its new form it should find a ready welcome.

The American reproduction of the *Cours Élémentaire* presents an attractive appearance, with clear and pleasing type, and illustrations of an unusually interesting nature, which add much to the general atmosphere which fills the book.

The text (not including the vocabulary) consists of 196 pages, divided into 33 chapters. Each chapter contains a few illustrations, a brief running commentary on contemporary history, a *résumé* and a *questionnaire.* Chapters VIII and XXIII contain, in addition, a full-page map. The edition has two other maps, each covering two complete pages, printed on the inside of the front and back covers of the book. This procedure gives a large-sized map, but a small section of the central portion is drawn into the binding and cannot therefore be seen without difficulty.

The subject matter in the book is admirably adapted to American pupils, for while the political side of history is frequently touched upon, the main portion of the text deals with the history of French civilization. A valuable feature of the illustrations lies

[1] *Questions d' enseignement national* (Paris, 1885); *Études et étudiants* (Paris, 1890); *A propos de nos écoles.* (Paris, 1895).

in the close connection between them and the reading matter; often the details of the pictures serve as a subject for discussion. Of course, only a bird's-eye view of French history can be given. Continuity in the recital is maintained to a certain extent by the summaries, which treat of intervening and contemporary history. The résumé at the end of each chapter emphasizes the important features.

If used for conversational purposes, the questionnaires, which were prepared for French children, are too difficult for elementary students, to say nothing of the continual use of the Past Absolute tense, which most teachers prefer to avoid. They might possibly be used in advanced classes to help in the practice of writing, but even this may be questioned. However, the language used in the text is well fitted for conversational use.

The vocabulary, with the possible exception of the proper names, is done carefully and well, following the modern usage in text-making which emphasizes completeness. The question of consistency in the treatment of the proper names, however, may be raised. The English equivalents of such words as Amérique, François, Henri, Marguerite, Philippe-Auguste, etc., are given, while the equivalents of Arcole, Christophe Colomb, Clotilde, Hugues, Indo-Chine, Roncevaux, Sainte-Hélène, etc., are omitted. Auvergne, (Le) Mans, Sedan, are named and located, but Carcassonne, Champagne, Lille, Poitiers, Reims, and others are omitted. In the matter of verbs, the maker of the vocabulary wisely assumes that the pupil should be familiar with the forms of the regular verbs, and omits such forms in the vocabulary. With equally good judgment, he gives the full forms of the irregular verbs just as they are found in the text.

As a whole, the editing of the text is well done, and this little *Histoire de France* is a valuable addition to our list of beginning texts for colleges and High Schools.

D. H. CARNAHAN.

University of Illinois.

Contes du Dimanche de "l'Écho de Paris." A series of pamphlets, edited by A. Kenngot and Léon Duflos. Modern Language Press, Milwaukee, Wis.

The first story, *Le Premier Avion* (32 pp.) by René Bazin, is not of such high merit as to deserve special treatment. Seldom has a French writer of renown attached his name to anything more insignificant. Here is its substance: The inhabitants of a French town hear the roaring of an approaching enemy aeroplane. Having discovered an old rifle that was hidden in the town-hall, they want to shoot down the avion, but are unable to find a single soul courageous enough to undertake the job. Being

cowards, they are also tyrants: they impose the task on the priest whom they rouse from his bed. Happily for the latter, after half a night spent waiting for the aeroplane to come nearer, it was discovered that the noise did not come from an aeroplane at all but from passing trains. How wonderful!

The story is provided with many "modern improvements": interpretation, in French, of a selected vocabulary, questionnaires, vocabulary exercises and exercises in grammar.

1. The editors want evidently 100% French, not only in class-room but also in home work, since they try to explain in French even the most special words (genêtière, râle, grève, etc.), yet they do not explain a great number of rather hard words (presbytère, entretien, craquelé, épicerie). How are the students going to know these if they are not supposed to use a dictionary?

2. The explanations are given in very concise style, bringing in new words, often harder than those which are being explained, accompanied in their turn by new explanations, which, however, do not always render the task of the student easier. Here are a few examples: *Duveté*, duveteux, ce qui a beaucoup de duvet (plume légère qui garnit le dessous du corps des oiseaux); espèce de coton qui vient sur certains fruits, par exemple: duvet de la pêche. *Tablier*: pièce d'étoffe ou de cuir (peau tannée de certains animaux dont on fabrique des souliers, des gants, etc.) qu'on met devant soi pour préserver ses vêtements.

Would it not be better pedagogy simply to translate such words? On the other hand, the usefulness of such explanations is proportionate to their simplicity. If the formulas used by editors and teachers are not to be different from those given by "Le Petit Larousse Illustré," then why not put that book into the hands of the students? They would then not be given such inaccurate statements as: fleuve, grande rivière; forge, grand bloc de fer; la corne de la lune, le croissant de la lune; notifiant l'arrêt, faisant croire que sa décision était prise dès le commencement; nor such things as: perdrix, oiseau de chasse; râle, oiseau à *jambes* longues.

3. If a ready made questionnaire is justifiable at all, the questions should be put in colloquial language, designed to bring forth colloquial answers. The editors evidently do not agree with this. The numerous questions of the booklet have no resemblance to what a conversational sentence should be, and often call for answers that cannot be given without the student's memorizing the text. For instance: à quoi l'auteur compare-t-il l'effet de cette poussée? The answer cannot be other than: l'auteur compare l'effet de cette poussée à ce qui arrive le long des fleuves côtiers, sur les grèves de sable et de vase craquelée, lorsque le flot, à l'embouchure, est tout à coup barré par la marée montante. Anything less than this would make the answer incomplete.

And then, ought not the students to have the questions put to them in the most perfect French possible? The following examples show that the editors have not attached to this the importance it deserves: Le curé paraît-il plutôt enthousiaste ou plutôt résigné? D'après quel choix étaient-ils groupés? (The text has: Tous, groupés selon l'âge.) Où pensait-on que l'avion se dirigeât? etc.

4. In the vocabulary exercises the editors simply write a series of words and ask the student to find synonyms or antonyms for them, without thinking that he has often no means of finding them and that some of them have none. What, for example, are the synonyms of *au-delà, surprendre, la corne, tout son monde, le voisinage,* etc.? They must have equivalents, but certainly not synonyms.

5. A new feature among the exercises is answers to questions that are to be formed by students: Non, Monsieur, ce n'était pas le plus faible, tout au contraire, c'était le plus fort des hommes de Puyberne; non, Monsieur, en réalité il n'en avait pas l'habitude du tout, etc. But perhaps this device will please some teachers who like novelties.

6. Some of the grammar exercises are very good, but they are swamped in a mass of others of doubtful utility, and lack system in presentation.

It is to be hoped that in the forthcoming issues the editors will select the texts more critically and will exercise better judgment in the preparation of the explanatory material.

M. P.

University of Michigan.

Nouveau Cours Français. By ANDRÉ C. FONTAINE. Ginn and Co. Revised Edition. 1919.

This widely known work is greatly improved by a thorough revision. It has been expanded from 272 pages to 349. The chief fault of the original edition was too great condensation, which has been remedied by the introduction of a great many exercises of varied kinds, by a more extended presentation of the grammar material and by enlarging the vocabularies. Other new features are the addition of the phonetic symbols, an excellent choice of six memory passages and a reference list of verbs followed by *de, à,* or the direct infinitive. The book has eleven illustrations, a double page map of France, and a double page plan of Paris.

The originality of the first edition is retained, for the book stands apart from the general run of such works by reason of a certain Gallic flavor which gives it great vividness and interest. It is not, first of all, a grammar but is designed as a general utility book, giving as it does grammar and texts to be used as the basis

for oral work. The book is divided into fifty lessons and provides material suitable for one year's work in college classes or two in high schools. It is a book more suited for use with pupils who have attained a reasonable degree of maturity of mind than for use with extremely young students.

The presentation of the lessons is a very happy compromise between the direct method and the conventional grammar method lending itself to use by either method the teacher prefers. For those who wish to use the direct method, there are numerous questions in French covering points of grammar as well as the subject matter of the texts; varied exercises in filling blanks for teaching articles of proper gender, partitives, prepositions, *il est* and *c'est*, possessives, demonstratives, interrogatives, and the like. The exercises for the relatives are particularly good. Occasionally one meets a stretch of blanks to be filled that impresses one as rather a Chinese puzzle, but this is rare and these exercises are generally successful.

The headings, titles, and, increasingly as the book advances, the directions and explanations, except the more complicated, are in French. This is a good quality, except that occasionally the French is a trifle scrappy when a few words of that language are introduced in the midst of a great deal of English, as for example (p. 60), "Le Futur Antérieur est employé; 1. Like the English future perfect . . . " (p. 193) "Le verbe donner is used idiomatically . . . ," "Le verbe jouer may be used . . . "

Of the conventional English sentences to be translated there are generous paragraphs in each lesson, as well as a group of review sentences following Lesson X, recapitulatory exercises on the first twenty lessons, and another group after Lesson XXXV.

To mention the features that give the book its distinctively French character, one may signalize the following. 1. The texts, treating of such subjects as *la Maison*, *la Journée*, *le Dîner*, *le Gouvernement de la France*, five texts on *l'Histoire de la France*, one each on *la France industrielle*, *l'Armée et la Marine françaises*, *l'Instruction en France*, *Notre Ami le Français*. The latter is a charming little original essay worthy of rank as a literary bit of distinction. 2. Memory passages, including *La Marseillaise*, *Cent Ans Après* of A. Lemoyne, *L'Exilé* of Chateaubriand, the first twenty-three lines of *L'Expiation*, and the noble *ordre du jour* given by Marshal Pétain to the French armies after the armistice. 3. Quotations and aphorisms used in conversation. Beginning with Lesson XVI the author introduces such expressions as "Revenons à nos moutons," "Ou sont les neiges d'antan?" "Rodrigue, as-tu du coeur?" "Vous êtes orfèvre, M. Josse," "Etre la mouche du coche," "Avocat, passons au déluge," explains their use and tells from what literary work they are taken. This

is another feature that cannot fail to give pupils an insight into the soul of the language and a real sympathy with French civilization. 4. The discussion of idioms, and idiomatic distinctions between words of similar meaning. There are ten pages of idioms following Lesson L, and throughout the text we find differentiated such words as *laisser* and *quitter*; *devoir* and *falloir; aller, partir, sortir* and *s'en aller*; *battre, se battre* and *combattre.* We are sorry to see no explanation of the difference between *car* and *parce que.* In passing we are glad to note that the author brings to the pupils' attention that "Eh bien" is not "Oh well." Another point which it is pleasing to see treated is the pronunciation of words like *tennis, tramway, lunch, sandwich,* etc.

H. J. SWANN.

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The
Modern Language Journal

VOLUME IV APRIL, 1920 No. 7

THE IMPORTANCE OF FOREIGN LANGUAGE STUDY IN THE GENERAL SCHEME OF AMERICAN EDUCATION

By C. M. Purin

EVER since the birth of institutions of learning the study of foreign languages has always held an important place in the general educational scheme of all civilized nations of the globe. To eliminate this important discipline from the curricula of our schools in order to make room for some of the so-called "practical" disciplines—a demand which has been seriously raised here and there—would mean to slight deliberately the best interests of the commonwealth by weakening the fabric both of education and of citizenship. To be sure, the voice of the people is not to be ignored, for, after all, the foremost duty of every institution of learning is to serve the needs of the community, but the danger lies in the possibility of placing purely local interests above those of the nation. Furthermore this "voice of the people"—meaning the opponents to foreign language study—will be found to be coming, for the most part, from the ranks of the misinformed and the inexperienced.

In the following an attempt is made to summarize briefly the most important reasons why the study of foreign languages must be considered indispensable in all schemes of popular education.[1]

Foreign Language as a Mental and Linguistic Discipline

A conscious and discriminating attitude towards languge can not be developed through work exclusively in the vernacular.

[1] This summary is based on the statement prepared by the foreign language departments of the University of Wisconsin.

The use of the mother tongue throughout the primary and grammar grades becomes quite naturally a subconscious process. When the pupil takes up the study of a foreign language, which in our country usually means in the High School, he gains a standard of comparison and is thus led to a discriminative and objective analysis of linguistic problems. Compared with subjects like history or the sciences, foreign languages afford a more definite (because more limited) material for study. Like mathematics, the foreign language necessitates close and orderly thinking, admitting no inattention or lapse of effort and calling for the highest degree of concentration. Foreign language study is a strict yet varied discipline. It demands the accumulation of basic principles and facts and their constant applications; it exercises both memory and powers of observation; it trains in readiness, accuracy, and thoroughness. The processes of thought are stimulated by constant demands upon the judgment. In no other field of intellectual training will there be found a combination of the same disciplinary qualities with the same richness of subject matter. The study of a foreign language brings about a better understanding and a deeper appreciation of the mother tongue in all of its linguistic aspects. It is a fact acknowledged by the teachers of English, that the pupil taking a foreign language usually acquires a grammatical mastery of English such as the student of English alone rarely possesses.

Foreign Language as a Cultural Factor

The study of a foreign language develops sympathy and understanding for the more fundamental aspects of the life and character of foreign peoples. This sympathy and understanding are especially necessary in our country, in view of our composite population and our national tendency to underrate foreign achievement. The greatest value of the study of a foreign language lies, accordingly, in its humanizing effect. It is the only road to the intellectual and soul life of ancient or modern people. It confers a citizenship with the world and a citizenship with the ages. It makes the individual a conscious part of the great human unity. It is a force for cosmopolitanism and the peace and progress of the world. It makes broader minded, and therefore better citizens of our republic.

Foreign Language as a Practical Study

In this era of utilitarianism it may be well to point out also the "practical" features immanent in foreign language work. For the scholar and professional man the pursuit of advanced scholarship in almost any field today is impossible without a knowledge of at least one of the basic languages, German or French. The results of non-English European scholarship are immediately accessible only to those who can read the foreign language, since translations usually appear at a later date, and much valuable material which finds its way into dailies and periodicals is never translated. The knowledge of a foreign language—even if it be only a reading knowledge—is thus of an immense advantage to the engineer, the medical man or those engaged in work dealing with sciences in general, such as research in Geology, Astronomy, Agriculture, Physics, Anthropology. In our commercial relations with other nations the knowledge of modern foreign languages becomes more and more imperative. Americans, as compared with educated Europeans, all too often find themselves at a serious disadvantage in international competitive activities on account of their unfamiliarity with foreign tongues. For the merchant and trader at home, particularly in cities with considerable foreign population, the ability to speak the foreign language is a great asset. Finally, for schools with limited means, foreign languages are "practical" subjects since they can be well and thoroughly taught without a high priced equipment (as to space and apparatus). Thus even in terms of dollars and cents the study of foreign languages—is quite worth while and a "paying" proposition.

The Inadequacy of Translations

"One of the most notable characteristics of the life of contemporary society is its international quality," says a Russian writer. The days when humanity lived in groups, without the knowledge of what was happening at a few miles distance, are gone. The modern man is a citizen of the world. It is incumbent upon him, for economic if for no other reasons, to have at least a general knowledge of the potential energies, both material and spiritual, possessed by his neighbor. To do this, however, it becomes an absolute necessity to become familiar with the language of the

foreign nation. It has been frequently maintained that an insight into foreign life and culture can be equally well gained through English translations, without going through the cumbersome and time wasting process of foreign language study. Such notions are as erroneous as they are misleading. To study a foreign language does not simply mean to find vocabulary equivalents. In the large majority of cases there are no equivalents, since the concepts and the experiences associated with the foreign symbols are widely different from those of our own. In the words of Professor Dodge—a foreign language is not learned until the foreign words arouse a consciousness of the foreign groupings of experience. —And—no words, not even excepting scientific and technical terms, have absolutely fixed meanings. To learn a language then involves two distinct facts. It involves first some understanding of the foreigner's experiences, and secondly, it involves an association between that experience and its conventional symbols. Now, one of the real advantages of studying a foreign language, like one of the advantages of foreign travel, consists in the widening horizon, the new view point, in a word, the new experiences we gain.[2] The final and chief aim of foreign language study, therefore, is to penetrate into the depths of the intellectual and psychic life of the foreign nation in all of its aspects and manifestations, which is surely as instructive and broadening as the study of the biological sciences or history or geography.

Foreign Languages in Secondary Schools

It might be pointed out by the opponents of foreign language study that as far as the work in our lower schools is concerned very little of this final and higher ambition can be realized. Quite true. But the same argument will apply to any and all of the other disciplines. All we can attempt in our high schools is to lay a foundation upon which a later day structure may be erected. What valid reasons are there for the assumption that the study of History, Botany, Zoology, or Geography, for instance, should be of greater value to the pupil upon leaving the high school than the training received in a foreign language? The chief function

[2] Dodge, Raymond: School Artifice and Psychological Principle in Modern Language Instruction. Publications of the New England Modern Language Association, May 9, 1908, pp. 66-67.

of the American lower school is, after all, not to teach the pupil a specific trade or profession but to give him a broad and general training, and any school which omits foreign languages from its curriculum fails to fulfill its most sacred duty, viz., to transmit to our youth the key which unlocks the literary warehouse where the treasures of centuries and of ages are stored.

When to Begin the Study of a Foreign Language

The proposed—and in some parts of the country accomplished—reconstruction of both the common and high school courses, whether within the traditional educational framework or on the junior high school basis, can not fail to arouse the keenest interest among the teachers of foreign languages, modern as well as classic. With the introduction into the upper grades of differentiated courses (academic, industrial, commercial, agricultural, etc.), opportunity may be given to begin the study of foreign languages at an age more suitable for elementary linguistic discipline. The recommendation of the Committee of Ten (to the Nat. Educ. Asso. in 1894) that modern foreign languages be begun in the upper grades of our schools will then find the proper environment for being put into practice, and the pupils will no longer be compelled to wait for this study until they enter the higher institutions of learning.

One of the saddest blunders of our present educational system is to postpone the study of a foreign language until our young men or women enter the high school or even the college. By this time the student has begun to specialize for his life's work. He is interested pre-eminently in those studies which have a direct bearing upon his future career. To study the elements of a foreign language at this age means to many of them a disagreeable grind. In order to get to a point where the enjoyable part of the work begins—the foreign literature—he needs at least two years of elementary drill and one additional year of further study, and the student feels that too much of his valuable time (particularly in college) must be devoted to a study which promises comparatively scant returns, as far as his vocational interests and ambitions are concerned. Hence results that resentment which has been so frequently voiced, especially on the part of the students whose linguistic abilities are not very pronounced.

In the reorganized school system the pupil may begin to study a foreign language at an age when he is less self-conscious (and likewise less conscious of his surroundings), more willing to imitate freely, to memorize and to submit to mechanical linguistic drills. Having acquired a good pronunciation and a fair practical working vocabulary in the grades, the pupil upon entering the high school proper, will be prepared for a higher type of work. He will be introduced gradually to the literature of the foreign people and to the more advanced forms of written and oral reproduction. Pupils for whom high school education is to be culminal, will be thus enabled to derive from the study of a foreign language real practical as well as cultural benefits; practical in so far as they will be able to apply the knowledge of the foreign language in their daily pursuits, whenever and wherever necessary; cultural in so far as the pupils will have acquired the taste for good literature and a standard of comparison of literary production, aside from having gained an insight into the intellectual and moral wealth of other peoples.

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A FIRST COURSE IN SPANISH CONVERSATION IN COLLEGE

By Carlos Castillo

Assuming the advisability or even perhaps the imperative need of having a class in college devoted entirely to conversation in Spanish, what should be the scope of this class, its relation to other language classes in the curriculum, and what is the most efficient method of producing results? These questions will be discussed below in the light of the writer's own experience.

Object. Is it the immediate purpose of a class with a limited time, meeting, say, four times a week for twelve weeks or three times a week for eighteen weeks, to acquire fluency? Can a rather heterogeneous group of students be expected to speak the Spanish language fluently at the end of a semester?

Evidently, no. It seems wiser to bend our efforts toward securing accuracy rather than fluency, scrupulous correctness of expression rather than garrulity. Many a student is found with what I should call a *fatal facility* in speaking the language, which, if unchecked from the very outset, becomes unmanageable and demoralizing. Such a specimen of student is indeed not rare in a conversation class, and it should be the painful duty of the teacher to discipline his enthusiasm, as it will be suggested through this article.

Owing perhaps to lack of time in our college elementary courses, oral practice and phonetic drill are reduced to the minimum and are often encroached upon by the other requirements of the course, such as reading, translating, and the various types of drills demanded by the grammar and the composition book. Whether this method is the best to prepare our American students or not, is outside of our present discussion, but the fact nevertheless remains that it is the one generally followed both in high schools and colleges. Let us assume for our purpose that a student has had the usual first year of Spanish, consisting, perhaps, of the elements of grammar, a reader, a first composition book, and some 200 pages of easy prose in addition. Our task in the

conversation class will be, first, to train the ear, second, to enlarge the student's active vocabulary, and third, to enrich his fund of idioms.

To train the ear. This is partly accomplished by the daily dictation, which may consist at first of isolated words. The following are suggested: those with the same spelling but of different accentuation, as, *numeró, numero, número; terminó, termino, término;* or those in which a diphthong is found contrasted with the same or similar word without the diphthong, as, *venia,* and *venía; gloria* and *gloría; varia* and *varía;* words where a semi-consonantal element is likely to puzzle the ear, such as *hielo, huevo, fuego, habituado,* or words with striking assimilations, as *conquistar, fingir, pongo, enviar;* pairs of words in which the single *r* sound is contrasted with that of the double *r, pero* and *perro; caro* and *carro; hiero* and *hierro;* words containing the two sounds, as *carrera, herrero;* and finally certain pairs of words which are often mistaken for each other, as *cara* and *cada; modo* and *moro; coro* and *codo.* No attempt has been made in the foregoing to exhaust the material in regard to dictating isolated words; the idea has been to point out the greater advantage of selecting words with a certain purpose in mind over the practice of dictating words at random. One could add for instance to the above lists words containing difficult diphthongs, as *cuota, deuda, inicuo,* or certain tripthongs as *buey, iréis,* etc.

But the dictation of isolated words is of much less value to ear training than the dictation of words as they stand in a group surrounded by other sounds which react variously upon each other. One may begin with the smaller groups, such as article plus noun, preposition plus noun, as, *los ratones; sin ojos; con gravedad; lo coloco;* and gradually increase to the longer groups, *el de la gorra verde; me lo dijo de broma; no se nos acerca; ¿qué día es hoy?; yo soy así; un buen vaso,* and the like, seldom if ever consenting to repeat other than the whole phonetic group, always examining the written exercise of the class and accounting for the various spellings found in each paper. As the class progresses a short anecdote may be dictated group by group and not word by word. Example:

En Zaragoza / pedía un mendigo una peseta / a una mujer que iba por la calle//Negóse la mujer a darle tal limosna, / y él dijo: / -Por esa falta de caridad / se ve uno precisado a trabajar.

To enlarge the active vocabulary. The student should be encouraged to make a conscious effort to enrich his fund of words, and to this end the study of synonyms and antonyms, derivatives, compounds, cognates, and similar words is of great value. Definitions or explanations in Spanish of certain words also furthers this end, and in order to facilitate this part of the work the student is required to prepare out of the text a number of useful words which he should be able to define or explain or use intelligently in an original sentence, availing himself of an all-Spanish dictionary, such as the *Campano Ilustrado*, *El Pequeño Larousse*, Calleja's *Diccionario de bolsillo*. The results accomplished by the intelligent use at home of the unilingual dictionary are very gratifying. Let the word which occurs in the text be *acontecer;* we study the synonyms for this word, such as *acaecer*, *suceder*, *pasar*, *ocurrir*, and the nouns *acontecimiento*, *sucedimiento*, *ocurrencia*, etc.; if we meet a word like *arboleda*, it will be defined as *un lugar poblado de árboles*, *un bosque*, *una selva*, etc. It goes without saying that the definitions are often inexact, even amusing, nevertheless the student is constantly encouraged to express the unknown in terms of what he knows. Not very long ago a student was puzzled by the word *cola* found in the text. "*No, señor, no sé lo que quiere decir*" he muttered, but one of his classmates begged to explain, "*Es la parte sur de un caballo que corre hacía el norte.*" Inexact, perhaps, but very graphic. In certain cases a student may show his understanding of a word merely by using it correctly in an original sentence, and this is often resorted to when synonyms and antonyms and definitions are out of the question. Thus the word in question was made clear by another student employing it in the following sentence: "*El perro movía la cola cuando su amo llegaba.*" Another said, "*El caballo se espantaba las moscas con la cola.*"

Study of idioms. The same process above outlined is extended to the study of idioms. One page of the text is more than sufficient for an intensive study. Such expressions as *me da lo mismo; no lo echó de ver; no dió con lo que buscaba;* etc., are explained respectively as, *me es indiferente, no lo notó, no halló lo que buscaba,* etc. The most common idioms with *dar* and *echar* are also here passed in review and explained in easier or simpler words, and very special emphasis is placed on the use of the correct preposition.

A word or two may now be added regarding the texts that have been found to be most suitable, and the actual arrangement or distribution of the work, assuming that the class meets four times a week.

In the early stages of the course a very simple text such as Harrison's *Intermediate Spanish Reader*, Giese's *Spanish Anecdotes*, or Hill's *Spanish Tales for Beginners* is used, and the recitation hour is divided as follows: fifteen minutes of dictation, progressing gradually as suggested above; fifteen minutes devoted to the study of words and idioms encountered in the text; fifteen minutes devoted to a questionary on the text, and what is left of the hour is spent in explaining questions of grammar or in reading the lesson for the next day. The second day of the week the students are required to recite from memory the anecdote read and analyzed the day before, availing themselves of the synonyms and idioms studied and using exclusively indirect discourse in telling the anecdote. Care is exercised to use the idiom or expression farthest from the English, even if a literal translation should happen to be idiomatic. Thus, out of the three possible constructions with the verb *olvidar*, the impersonal reflexive is preferred, *se nos olvidó hacerlo*, rather than *olvidamos hacerlo*, and in a dialogue in a store the customer will say *me quedo con esta*, rather than *tomo esta*. As the term progresses, the procedure is somewhat varied as follows: the first day of the week, a two or three page story is read, striking words elucidated by the methods mentioned above, the idiomatic constructions analyzed and commented upon, and certain grammatical points explained, such as the use of *ser* and *estar*, of the imperfect and the preterite, of the prepositions, especially *para* and *por*, and a reason asked for every case of subjunctive found in the text. Dictation gradually disappears from the program after the first four or five weeks. The pupil need not write down as often as before what is read to him, and much of this is due probably to his getting accustomed to the instructor's voice. The second day the story with all its trifling details is given progressively by the students, not with the very words of the text and seldom with a direct quotation. On the third day each student brings to the class in writing a short anecdote or *chascarrillo*, either original with him or perhaps taken from sources which will be mentioned below. While the student

hands in for correction his anecdote, analyzed as has been already explained, he is, however, expected to memorize it and recite it before the class. On the fourth day the instructor discusses current events with the class, basing the discussion largely on *La Prensa*, a Spanish daily published in New York. The above program is adhered to in substance throughout the last six weeks of the course.

It may be well to mention in conclusion, some of the texts which, because of their practical vocabulary, may be very useful in conducting a class in Spanish conversation: Harrison's *Intermediate Spanish Reader* (Ginn & Co.) is very useful for the first few weeks of the course on account of its short, interesting selections accompanied by questions, the text not being unduly simplified; Giese's *Spanish Anecdotes* (Heath & Co.) will furnish the student with material that he can easily assimilate and recite from memory in class; Hill's *Spanish Tales for Beginners* (Holt & Co.) offers longer selections which can be used in the second half of the course, and includes some easy poetry which the student may either memorize or paraphrase and comment upon; *El Panorama* (Parker School Press, Chicago) and *La Prensa* (New York City), especially the Thursday and Monday issues of the latter, have interesting material for conversation; Espinosa's *Elementary Spanish Reader* (Sanborn & Co.) contains very well chosen folk lore selections and an intelligent questionnaire, and the several volumes of *El folk lore español* make excellent outside reading for the enthusiastic student.

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THE BOSTON AUTHORIZED LIST OF MODERN LANGUAGE TEXT-BOOKS

By JOEL HATHAWAY

For many years the writer has devoted a considerable amount of time to reviewing modern language books, with a view to determining whether they should or should not be recommended for use in the Boston schools. Teachers, authors, and publishers have so often asked why such and such a book was not adopted that it seems worth while to outline the procedure followed in placing text-books in modern languages upon the so-called "Authorized List." The procedure is in general the same as for text-books in any other field.

There is no intention in these remarks to set up or recommend any general scheme for passing upon the merits of text-books. This is a matter for each community to settle for itself. The issue however is one which cannot be dodged. Some method or standard must be established and it is the hope of the writer that some discussion may arise as a result of this paper and that the methods employed in other communities may be made known.

The Authorized List is generally speaking a closed list. No book is placed upon it except for cause. It is also true that many excellent books, for one reason or another, fail of adoption. Some of the reasons will become apparent in the course of the following pages.

Modern language books for use in high schools are first brought up before the Modern Language Council. This body is made up of the heads of departments or the principal teachers of modern languages in the various high schools. Books may be called to the attention of the council by anyone interested, generally however by publisher or teacher. Each book is assigned by the chairman to a committee of teachers, generally three. Each member of the committee is expected to furnish at the proper time a detailed written report stating fully why the work should or should not be recommended for adoption. These reports are read before the council, copies of the book are available for in-

spection, there is the fullest possible discussion. Some of the points discussed are the following:

First, The physical make-up of the book. Is the binding strong? Is the color of the binding such as to be easily soiled? Is the stitching such that leaves will very easily be torn out? Is the paper of good quality? Is the type large and clear? As the life of a book in active service is generally reckoned at from five to seven years, all of the questions indicated above are of importance.

Secondly: The cost of the book. Schools are strictly limited in their expenditures. There is little opportunity for buying a small number of books as an experiment to find out how usable they actually are. It is expected that when books are once bought, they will be used until worn out. The accumulation of books occasionally or seldomly used, or never used after the first year or two, is prevented so far as is humanly possible. Books which simply duplicate books that are already on the list, albeit in better form, have scant chance of adoption. Of two new books that cover about the same ground, other things being equal, the cheaper book will be chosen. A book may fill the bill in every particular but unless it is wanted for immediate use in at least one school, it is dropped from consideration for the time being, but may be considered at a later time, when its use is possible.

Thirdly: The content of the book. The material contained in any text-book is carefully examined as to its method of presentation, degree of difficulty, interest, and general suitability for school use. There is no attempt to adopt books for the exploitation of any particular method nor to state the specific method to be followed with any given book. Such points are left to the commonsense of the teacher. Fraser and Squair's *French Grammar* —the larger edition—is generally considered to be a good book and has long been on our list. An experienced teacher who knows the book by heart may find it desirable to use it for teaching a class according to the direct method. Such a teacher might get good results with it. There would be no point in forbidding its use for this purpose, or the use of "Chardenal," and still less point in recommending either one of them specifically for use in teaching the direct method.

An effort is always made to determine as accurately as possible the year of the course for which each book is suitable. From the pedagogic point of view this may not appear to be a point of great importance. The use of any book in the high school is controlled by the heads of departments, who are always experienced teachers. From the practical point of view it is a matter of great importance in preventing the adoption of a disproportionately large number of books for any particular stage of the pupil's progress.

As to the matter of interest, there is little to say. The writers of language text-books in the last few years have made such efforts to present material which will awaken the interest of the pupil, and the publishers have done so much in the way of illustrations, that the dull or uninteresting text-book, even in foreign grammar, is now the exception.

The last of the points mentioned above, "general suitability," is hard to define. It might better, perhaps, be called "specific unsuitability." A book may be a splendid piece of work in every way and yet contain material, which for one reason or another renders it undesirable. Such matters have to be judged in the light of local conditions. Books which contain statements offensive to the reasonable religious or racial views of school children or their parents are not under any consideration admitted into the Authorized List. All books are searchingly examined with this point in mind. An objection of this kind brought forward by a teacher, will, if found valid, prevent the recommendation of the book. It is only fair to say that very few books have been excluded on this ground. It is also only fair to say that a very little "editing" of the offensive passages would usually remove all cause for objection and increase the use and sale of the book.

In this connection, we may call attention to the fact that reading books that are intended for use in both high school and college need very careful editing in order that selections, beautiful in themselves and perfectly suitable for mature students, but obviously unsuitable for reading in large high school classes, may be omitted. There is no desire to be foolishly or excessively finicky in this respect, and only one or two books have been rejected in recent years as containing material unfit for reading in high schools.

The last point to be considered here is accuracy. Accuracy in statement of fact is the usual thing. The author or compiler must do his work well, and accuracy in proof reading is another consideration. A few errors in spelling or accentuation are almost unavoidable. Recently, however, in reading a book for advanced classes, I found some seventy typographical errors. Since the book is for use with advanced pupils, this fact would not prevent its recommendation. A few years ago a book for beginners was submitted to me. It was a pretty good book, but in the first ten pages there were some fifty mistakes of one kind or another. Being a book for beginners, it received no further consideration.

After the book has been reviewed and discussed, the question of recommending it for adoption is put to vote. If there are no objections, and if even one teacher expects and intends to use it as soon as it becomes available, and can show that the book is really needed in his or her classes, it is recommended for adoption.

The list of recommendations made by the council is then passed upon by the text-book committee of the Association of Head-Masters. While their examination of the books is not so thorough as that made by the council, yet the list is carefully scrutinized in the light of any additional information in their possession and with an eye to the needs of the different branches of instruction in the high schools. The list then goes to the Board of Superintendents.

The disposition on the part of the Superintendents is to assume that the teachers have done their work carefully; that they know what books they want; and to accept and pass their recommendations. Yet a copy of every book recommended must be in their hands. Every book is examined by them. In case of any doubt or suspicion the book is subjected to a further exhaustive examination. The recommendations accepted by the superintendents are incorporated in the Authorized List and the books become available for use. As a matter of fact the book really has to run the gauntlet a fourth time, for additions to the Authorized List have to be finally approved by the school committee, but this is, in the nature of things, largely a matter of routine.

Books desired for use in the intermediate schools are examined by a council composed of representatives from the high schools and the principal teachers of modern languages in the intermediate schools, with the advice and coöperation of the Supervisor of Modern Language Work in the Intermediate Schools. The subsequent procedure is similar to that already outlined as followed in the case of books recommended for the high schools.

The procedure outlined above may seem unduly elaborate. It has its disadvantages. In general, books may be added to the Authorized List at only one time during the year. Books authorized become available for use only at the beginning of the following year. It is at times maddening, when ordering more books, not to be able to get copies of a new and better book, instead of loading up with a further supply of a text already on the list. On the other hand, however, under the present system there is undoubtedly greater economy, less accumulation of new and "taking" books, which exemplify fads but may prove undesirable for continuous use; the possibility of getting almost any desired text-book, even though at a later date than many of us might wish; and finally the assurance that no book can find its way into the schools which might be considered offensive on moral, religious or racial grounds, thus arousing the antagonism of citizens and causing unnecessary and adverse criticism of the school teachers and school authorities.

Boston, Mass.

THE NEW FRENCH UNIVERSITY

By Elizabeth Wallace

In the months of February and March, 1918, there appeared a series of articles in the French paper *l'Opinion* signed by the collective name *Les Compagnons.* The variety of their style proved that they did not emanate from a single pen, but their unity of purpose showed that they were born of the same inspiration. These articles were the first expression in print of an organized movement for a wholesale reform of the educational system of France. They awakened deep and widespread interest and provoked many replies. Recently the articles have been re-edited and printed in book form together with a collection of letters from eminent university men commenting upon the plan of reform (l'Université Nouvelle, par "Les Compagnons" Paris Librairie Fishbacher, 1918).

As one closes the book after the first hurried reading one is stirred by a renewed realization of the indomitable, undying spirit of young France. One sees again the statue of Danton on the Boulevard St. Germain, not far from the university quarter, whose vigorous *élan* typifies the unafraid spirit of youth as voiced in its inscription, "De l'audace, encore de l'audace et toujours de l'audace." For it certainly requires boldness to attack that marvellous Napoleonic structure, the French University System, a system so mechanically perfect that it has almost eliminated spontaneity and freedom, which has continued to turn out scholars and men of action simply because the eternal fire is impossible to quench, especially when it burns in a French soul.

Who are these bold *Compagnons;* what do they propose to do, and why and how? And will they succeed?

They are young university men, candidates for higher degrees, instructors, assistants who while fighting in the front line trenches, had time and energy to think of the future of the beloved land they were defending from the invader. War has made them see the past with clearer vision; war's dangers and griefs have matured their minds without daunting their courage. They have

seen the faults of the past and they are determined to change what ought to be changed. They are young men who have fought side by side with the peasant, the carpenter, the shopkeeper, the Calvinist, the Catholic; facing the same dangers, the same foe. They have felt within themselves the same soul, the soul of France and they have discovered the secret of unity, that it is made up of many elements working towards one end. They have found again what they had almost lost, faith.

In their manifesto they outline with fearless clearness the defects of the present educational system. They touch the root of the matter when they say, "Everything emanates from Paris. Everything goes back there, unceasingly, inexorably, with automatic fatality. Paris prepares professors. Paris decides curricula and administrative policy. Parisian politicians vote the meagre budgets. And the ambitions and efforts of the most brilliant students and professors turn back to Paris." The result has been that Paris has become apoplectic and the rest of France is in an anaemic condition. They propose to cure the malady not by the popular old-fashioned remedy of bleeding but by establishing healthy circulation. They advocate the common school (*école unique*) which shall be free to all, and obligatory to the age of fourteen. At present a child may leave school at the age of eleven. The program of study must be adapted to the prevailing industry or dominating character of the locality in which the school is situated. Upon this common school system, whose certificate by the way will be a pre-requisite of suffrage, is to be built the New University. It is recognized that the great majority of young people will have to go to work upon leaving the *école unique*. The State must provide means by which they may learn a trade and receive proper support while they are learning it. This, *Les Compagnons* recognize as a comparatively simple problem for it has already been worked out in Switzerland, in Holland, and in Germany where, before the war 500,000 young apprentices passed the annual examination entitling them to positions as skilled workmen. It might be noted in passing that in France a plan for a law providing for vocational training was introduced in the Chamber of Deputies in 1905 but was not acted upon. Viviani tried in 1917 to introduce another but no one has heard much about it.

The New University then, is for the minority, for those who enter the professions or who seek a purely cultural education. It has a new doctrine, a new spirit. The old University made brains, not men. The New University recognizes that physical and spiritual training too is indispensable for the men of tomorrow; for the men of tomorrow have a problem to solve, the problem of production. To solve it they must know the relation of thought to life. The task of the New University will be, not to fill men's heads with facts but to open their minds. It gives a new definition to culture as "a sort of intellectual health which gives balance to the mind and the power to master a subject." It is to be a higher education that must not be above educating. It will have a triple function to perform. It will prepare for teaching and for the learned professions. It will encourage scientific research. It will make the results of scientific research available, popularize science in the best sense.

But *Les Compagnons* are not satisfied by mere phrases. After proclaiming the doctrine of the New University they tell us by what means it is to accomplish its mission. The evils of the old structure are, they point out, the centralization of administration, preparation, equipment, preferment, in Paris; the utter lack of close relationship between the numbers of different faculties and hence no intelligent coöperation; the absence of any group spirit among students. "How removed we were, they exclaim, from the life of the English colleges and the American universities!" To remedy these evils they propose a *rénovation totale*, first by the organization of a corporation made up of representatives of the teaching body who will coöperate practically and with power with the different administrative councils. These corporations already exist without power in the form of friendly associations known as *Amicales*. By recognizing the Amicales officially and combining them with the existing administration, the teaching force would have a definite voice in educational policies.

Second, they propose the creation of regional universities which shall have curricula adapted to the demands of the region in which they are situated. For instance the Universities of Bordeaux and Montpellier will emphasize linguistics; Lille, social and industrial studies and so on. This emphasis had already been made at Nancy and at Lille.

Thirdly, the corporations must be in intimate touch with religious bodies, with public service organizations, and with the parents. And, fourthly, there must be a Head of Public Instruction who will not be a political appointee but who will have a permanent tenure of office and thus have a chance to work out a definite policy. These in brief outline, are some of the details of the reforms proposed.

Will they succeed? As you read some of their names, young, well-known names, professors of modern languages, philosophers, a poet, a young Senator, a vigorous progressive mayor, you are struck by the variety of minds that have felt this new breath of life. Their boldness, their independence, their passion for truth, their desire to build from within out, their tolerance for all opinions that bespeak progress, above all their emphasis on the necessity of universal coöperation, prove their wisdom and their energy. Let them give their own answer as to their ultimate success. It lies in the following challenge which in February, 1918, while awaiting the order to advance on the foe they launched to those behind the lines: "In the midst of war, Colleges and Universities, competitive examinations, uniform courses of study, redoubtable inspectors, you become for us only the symbols of the old order. These terrible years have revealed to us the melancholy weakness of a system that impoverishes. *And we shall not return from the front to submit to it!*"

The University of Chicago.

RESULTS OF THE EXAMINATIONS FOR APPROVAL FOR ORAL CREDIT; THE LICENSING OF TEACHERS OF MODERN LANGUAGES

By W. R. Price

UNDER this title there appeared in the January, 1917 issue of the Modern Language Journal an account, by Professor W. C. Decker (New York State College for Teachers), of the system of written and oral examinations of modern language teachers in the State of New York. The statistics, in part incorrect, were secured by Professor Decker from the files of the State Education Department. It seems to me that it may be of interest to readers of the Journal and perhaps to some State Education Departments to have the entire, correct statistical information concerning these examinations from the time of their inception in October, 1915, to the present date. These examinations are held twice a year, in October and in April. The candidate must secure at least 60% in the written examination and must, in addition, satisfy the Inspector, in the oral examination and the teaching test, that the minimum requirements as to pronunciation and fluency in the oral use of the foreign language and in modern methods of teaching are met, before approval by the State Education Department is issued. It should be said here that the papers for the written examination scheduled for April of each year are sent, on application, to all colleges and universities for the use of candidates for graduation in June following this date. Some of these candidates are looking forward to teaching in New York State; others are subjected to the examination by the professors in charge merely that an extra-mural test with standardized rating may be applied to them.

It will be noted that there is wide variation in the per cent of the papers written accepted by the Department; also that the per cent passing in Spanish from October, 1917 to October, 1919 is rather large. The first fact is explained by a variety of causes, such as variation in the difficulty of the examinations (they are

made out by committees appointed by the State Examinations Board), variation in the standard of rating, character of the applicants (whether they are from the larger and better schools or from the smaller and poorer schools, or whether they are experienced teachers or candidates for graduation from college, etc.). The second fact is explained readily enough by saying that the Spanish papers were 'farmed out' up to October 1919, many of them were passed undeservedly, measured by the same standard as the French and German teachers, especially in April, 1919. This discrepancy has since been attended to, as will be seen by the statistics for October 1919.

In his article, Professor Decker raised the question as to how greatly this sytem of licensing teachers had improved the character of the teaching and the resultant product, the pupils' mastery of the subject. There is no doubt whatever that the general level of modern language teaching in the State has been raised considerably, but the problem has been complicated by the collapse of German in our schools and the introduction of Spanish. Before the war about 75% of the pupils in the State enrolled in modern language courses were studying German; the rest, French (for the number taking Spanish in secondary schools was negligible). Since the collapse of German, the number of pupils electing French has increased considerably, while the gain in Spanish is very small in up-State schools (the increase in Spanish is confined almost wholly to New York City, where now, mirabile dictu, over 25,000 pupils are enrolled in Spanish, about 20,000 in French, while Latin comes third with about 15,000). Undoubtedly German was the best taught of all foreign languages in the State of New York when public sentiment, fanned into a flame of white heat against everything German, threw it bodily out of our schools. This is not the time or the place to enter into a discussion as to the justifiability of the ostracisim of the German language (students of history know that Latin was forbidden in Carthaginian schools at the time of the Punic wars!), but the fact that modern language teaching is now in a veritable slough of despond is worthy of note: we are, in reality, just where we were twenty years ago, in the matter of the special preparation of modern language teachers.

Statistics follow:—

Date		Number Written	Number Accepted	Per Cent Accepted	Number Accepted 60–74	Number Accepted 75–89	Number Accepted 90–100
Oct. 1915....	French	70	52	74.2	17	18	17
Oct. 1915....	German	142	78	54.9	45	23	10
Apr. 1916....	French	55	34	61.8	19	10	5
Apr. 1916....	German	129	67	51.1	38	21	8
Oct. 1916....	French	38	28	73.6	4	14	10
Oct. 1916....	German	96	51	53.1	32	15	4
Apr. 1917....	French	90	56	62.2	38	12	6
Apr. 1917....	German	144	122	84.7	37	48	37
Oct. 1917....	French	42	24	57.1	13	8	3
Oct. 1917....	German	79	41	51.8	21	14	6
Oct. 1917....	Spanish	16	12	75	5	7	
Apr. 1918....	French	94	54	57.4	30	13	11
Apr. 1918....	German	92	60	65.2	32	18	10
Apr. 1918....	Spanish	17	15	88.2	5	7	3
Oct. 1918....	French	36	18	50	6	7	5
Oct. 1918....	German	9	4	44.4	2	2	
Oct. 1918....	Spanish	5	4	80	1	3	
Apr. 1919....	French	74	46	62.1	22	17	7
Apr. 1919....	German	32	27	84.3	6	10	11
Apr. 1919....	Spanish	25	23	92	6	14	3
Oct. 1919....	French	94	29	30.8	9	8	12
Oct. 1919....	German	6	5	83.3			5
Oct. 1919....	Spanish	16	7	43.7	2	3	2

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THE REAL KNOWLEDGE OF A FOREIGN COUNTRY
(*Continued*)

By LILIAN L. STROEBE

II

GEOGRAPHY

The time assigned to the study of geography is the first half of the first semester. This means that really one-fourth of the time of the whole course is devoted to the study of this subject, which may seem too much in comparison with the time given to the other subjects. However, a great many topics which are taken up here in connection with geography will have to be referred to later on, especially in studying history, economics, and art; and almost any other subject presupposes a certain knowledge of "Land und Leute." Geography does not only mean "bounded on the north," but as we understand it here, concerns besides the location of boundaries and cities, the relation of physical features to living things, to industry and agriculture and to the chief institutions of the country. The students are to find out how the country has been influenced in its development by geological formation, by climate, by conditions of intercourse with other nations, by the coal or minerals which are found in certain parts. Then the development of cities is to be studied carefully, which means some information about art and architecture; the castles of the nobility, the life of the peasants, their houses and their costumes and the like.

The first step in geography is, of course, a close study of the map, of the boundaries, the mountains and the most important rivers, cities, etc. In order to show that students really know where rivers, cities, etc., are located they should be able to draw a simple outline map on the blackboard from memory. Excellent suggestions for this kind of work will be found for French in the booklet *The roofed square Paris method*, and for German in *Sketch Map of Germany*, both pamphlets being published by the Cramer

Publishing Co., Syracuse, N. Y. There is no such book available just now for Spain and South America; but it is very easy to follow the suggestions in those pamphlets in connection with the study of other countries. Excellent material for the study of South America will be found in the monthly bulletins of the Pan-American Union, Washington, D. C. The bulletin is published in a Spanish edition, it is splendidly illustrated and devoted to the progress and development of the twenty-one republics of the two Americas.

In studying the geography of any country, a map showing boundaries, mountains and rivers is the foundation; but as a rule a separate map will have to be drawn for each subject considered. Such graphic representation is a great help to clearness in memorizing facts. Industrial districts, density of population, railroad and steamship connections, distribution of Protestants and Catholics and other economic facts are retained in memory better after they have been drawn by the students in separate little outline maps. Almost every geographical and economic fact can be so represented. After the mountains and rivers, the political divisions may be taken up. It is important that the students should be familiar with the old provinces and divisions of France, Germany and Spain, the names of which occur constantly in history and daily life. Having been formerly separate countries with different languages and different customs, their unification is an achievement of comparatively modern times. Today the deep-rooted racial differences and the differences in dialect and customs have by no means disappeared, especially among the peasants and the uneducated classes. The inhabitants of two neighboring provinces in these old European countries even today will show more of such differences than could be found between the inhabitants of the Atlantic and the Pacific coast in the United States, though the latter are separated from each other by a whole continent. In France, Picardy, Normandy, Brittany; in Spain, Andalusia, Castile, Aragon, the Basque provinces, are terms used constantly. It is unnecessary for the students to learn the numerous modern departments into which those countries are divided, as long as they know the names of the old divisions.

The next step after the political divisions might be maps about the various economic facts. For instance, an economic

map of France might be drawn which would show in what districts wine is grown, where agriculture is the most important source of income, where the industrial districts are and where the different centres of special industries are located. The students will discover that the great manufacturing districts are situated in those regions where coal and minerals are found. Another map might show the density of population, and this fact again is closely related to the location of industrial districts. Plenty of valuable information on these and on other points might be found for French in *La France, Géographie illustrée* (Collection Larousse), and for German in A. Sach, *Die Deutsche Heimat* (Waisenhaus, Halle).

Some phases of the educational system can also be shown in maps. There might be a map, containing the sixteen educational districts of France with their universities, or the twenty-two university cities of Germany, or the ten universities of Spain and those of South America.

The study of the foreign cities may take up considerable time. For each city there must be a few well chosen pictures and photographs on hand; not too many though, because the students are to remember and recognize each picture. The description of a foreign city can not be well done by the students without some preliminary training. They usually will tell you that the city is very picturesque and romantic, whatever that may mean, and these two adjectives cover a great deal of ignorance. Therefore, just an outline of the development of architecture will have to be given and this will be found a great help in studying the important buildings of European cities. But this outline should not be theoretical information with a great many technical terms. The best way, it seems to me, is to choose three or four representative buildings from each architectural period and let the students find out for themselves the most important characteristics of each. Very few technical terms will be necessary and they can be written on the blackboard by the instructor. A general rapid survey of the development of French architecture might be shown, with the abbey churches of Mont St. Michel and St. Etienne and the cathedral of Avignon as the oldest forms. Then the cathedrals of Bourges and Chartres, or Notre Dame de Paris and the cathedral of Amiens, the churches

of St. Ouen and St. Maclou at Rouen might give an understanding of the wonderful French Gothic, in its development from the early to the rayonnant and flamboyant period. The Tuileries, the Luxembourg, the town hall at Lyons show the Renaissance architecture. The classical revival produces buildings like the Arc de Triomphe, the Invalides and the Madeleine in Paris.

Before studying the German cities and their most important buildings, students will find for themselves the characteristics of the different periods of German architecture. The Michaelskirche at Hildesheim, the cathedral at Speier and the Kaiserhaus at Goslar give a good idea of the romanesque period. As representative buildings of the gothic style one might choose the cathedrals of Cologne and of Ulm, Strassburg or Freiburg, the Marketplace in Lübeck and the Marienburg in West-Prussia. The Renaissance is well represented in the Otto-Heinrichs-Bau of the castle of Heidelberg, the Pellerhaus in Nürnberg, and the Rathaus in Bremen. Buildings like the Zwinger in Dresden, Sans-Souci in Potsdam and the Friedrichsbau of Heidelberg castle show the baroque style very well. The period of neo-classicism is illustrated by the Brandenburger Tor in Berlin, and the Propylaen in Munich. Excellent pictures of these buildings can be bought from the Neue Photographische Gesellschaft, Berlin, and in a much larger size in the Seemann collection.

In the same way, before studying the cities of Spain, students ought to become familiar with the Mosque of Cordova, the Alhambra of Granada and the Alcazàr of Seville as representative monuments of the Moorish style. The cathedrals of Toledo, of Burgos, of Seville, show the best that gothic art has produced in Spain. The work of the early renaissance and plateresque period of ornamentation can best be studied in the city hall of Seville, the Alcazàr of Toledo, and particularly the façade of the university of Salamanca. Of the late Renaissance and the stern Herera style, the Escurial is typical.

In order to test the students' understanding of the subject, they should be shown pictures of buildings they are not familiar with and they should be able to decide approximately to which style and to which century they belong.

It is by no means a waste of time to give one whole recitation to a detailed description of one of those cities which have pre-

served their medieval characteristics. Those old cities with their moats, walls, gates, fortifications and narrow, winding streets are beloved by artists and poets, by historians and simple tourists, and in each country there are a few which still convey to the student the idea of a medieval city. In France one might choose either Carcassonne, Aigues-Mortes or Avignon; in Germany, Rothenburg in Bavaria preserves the charm of the middle ages better than any other city; in Spain, Toledo has kept its city walls, old houses and narrow streets. Illustrated books on those cities are not difficult to find. The French collections *Les villes d'art célèbres* and *Petites Monographies des Grands édifices de la France*, both published by Henri Laurens, Paris, give good illustrations and descriptions. Rothenburg has a beautifully illustrated monograph by Toni Bögner (München, Piper). Among the charming little books of the collection *El Arte en España*, good pictures and good Spanish introductions can be found, for instance, *La catedral de Burgos*, *La casa del Greco*, *Real palacio de Madrid*, *Sevilla*, *Alhambra*, *el Escorial*, etc. The great temptation is to have students use books written in the English language because these books happen to be well illustrated; but it is well worth while for the instructor to find and purchase books in the foreign language. However, the pictures in those English books should be utilized, especially for the study of Spain and South America, as it is more difficult to procure pictures from these two countries than it is from Germany and France. There are several books of travel which contain reproductions of charming water color sketches, large enough for class use. For South America, *Argentina*, painted by Koebel (78 full page illustrations in color), and *South America*, painted by A. S. Forrest, described by Koebel (75 full page illustrations in color and a sketch map. Both books are published by A. C. Black, London). For Spain, *In the track of the Moors*, by Sybil Fitz-Gerald (E. P. Dutton, New York, 63 watercolors), can be recommended. Beautiful pictures of Spanish cities can also be found in the Spanish periodical, *La Esfera*. The pictures could be cut out and mounted and will be found most stimulating for the students' work.

Not only photographs and watercolors should be used to acquaint the students with foreign cities and landscapes, but reproductions of paintings by well known artists should also be

shown, thus giving the students the first glimpse of the art of the country they are studying. Such pictures give the mood of the landscape and the quaint poetic charm of old cities much better than photographs; they give the students a true and artistic impression of the foreign country and are absolutely necessary as a supplement to photographs. For instance, after having studied the architectural details of Rouen from photographic reproductions, Pissaro's impressionistic painting of the *Gros horloge à Rouen* or his *Vue, prise à Rouen* will be most interesting. Pissaro's paintings of Paris should not be left out, his *Pont d' Argenteuil, Boulevard Mont-Martre, Place du Thêâtre Français*, etc. The quaint charm of an old German town is strongly felt in Moritz von Schwind's *Hochzeitsreise*, or in Spitzweg's *Briefträger* and *Am Dachfenster*. Sorolla, the Spanish artist, has painted some wonderful impressions of Toledo, as *Una Calle de Toledo, Casa del Greco in Toledo*, and *El Cántara in Toledo*. Zuloaga's *Sepúlveda* and *Old House of Haro*, give us a better understanding of the soul of Spain than any photograph can ever do.

Another interesting chapter is the development of the Burgen and châteaux from the strongly fortified medieval castles to the more comfortable residences of the nobility in later times. There is a charming book of illustrations, *Deutsche Burgen und feste Schlösser* (Leipzig, Langewiesche), the most characteristic of which may be studied and discussed. Burg Elz an der Mosel, the Wartburg near Eisenach, the Marienburg in West-Prussia and some of the poetic ruins of the castles on the Rhine, the Danube and the Saale would give a good idea of the subject. Or one might begin this with a general idea of a Burg, using Lehmann's ideal picture of a medieval castle or Schultze-Naumburg's beautiful painting, *Burg Plauen*. The latter is a creation of the painter's imagination. The original cannot be found, but the picture gives us the best possible idea of the landscape in Thüringen with its many well-known castles.

In French some time might well be spent on the château region, using books, like J. de Foville et Le Sourd, *Les Châteaux de France*, or *Blois, Chambord et les châteaux du Blésois*, or *Tours et les châteaux de Touraine*, the last two are published in the collection, *Les villes d'art célèbres*. In each case larger illustra-

tions than those in the books mentioned will have to be used for the actual recitation, as students must continually have before their eyes what they are talking about. Another recitation might be taken up in describing the beautiful houses of the time of the Renaissance. The half-timbered houses of the fourteenth and fifteenth century in France, Germany and Spain will form an excellent background for the study of history and incidentally might also be an education in taste.

In connection with the old provinces, students will devote some time to the study of different types of peasant houses and peasant costumes. A little collection of inexpensive colored pictures is necessary and will stimulate the students' interest in the subject. In French the paintings of Millet certainly give the best pictures of real peasant life. His churners, gleaners, sowers, sheepshearers and herders, his *Femme au rouet* and his *Homme à la Houe* are types taken from real life and his pictures are a valuable supplement to colored postal cards and other illustrative material. Besides the various reproductions of Millet's pictures, published in France, the art publishing house of Callway in Munich has issued a *Millet-Mappe*, containing twelve reproductions, which are very suitable for class use. (Price 35 cents.) In studying Spanish peasant life, Sorolla's painting, *Leonese peasants*, or Zuloaga's *Village Judge* or his *Vintagers returning in the evening* will help the students to understand the different types found among the inhabitants of the Spanish countryside. It is not difficult to find a great many illustrations for German peasant costumes and peasant houses. The reprints from the "Jugend": *Schwarzwalddorf* and *Württembergischer Bauernhof*, both painted by Georgi, and Reiser's *Bauernhof im Werdenfelser Land* are very satisfactory for our purposes. Among Teubner's Künstler-Steinzeichnungen, Volkert: *Am Bergeshang*, Prentzel: *In Schwaben*, and Stiefel: *Beschaulichkeit* are especially to be recommended. For studying peasant costumes many interesting pictures can be found in the Seemann collection, for instance Thoma: *Hans Thomas Mutter und Schwester*, Bantzer: *Hessischer Bauerntanz*, Hölzel: *Hausandacht*, Defregger: *Tiroler Bursche* and *Feierabend*. Among the Jugend-prints, Sailer: *Dachauer Bäuerinnen*, Zimmermann: *Pfingstgang in Dachau*,

Grässel: *Die Schwestern*, are charming colored reproductions of well known paintings.

After having spent half a semester on the study of geography, students will find it very pleasant and a very interesting assignment to plan out for themselves a summer's trip to France, Germany or Spain. Such a trip might be described in the form of a diary with a map; or a detailed itinerary for a whole year might be planned. Such a topic will have to be written out carefully, then looked over by the instructor in a private interview and then delivered orally, but not read, in class. As the purpose of this course is the acquisition of knowledge as well as the acquisition of a large vocabulary and fluency in its use, the more written work the student does, the better. Students, as a rule, are more interested in their topics and their talks before the class, if they are as real and as practical as possible. Mere description of cities and landscapes becomes very tedious and tiring after a while, unless the daily assignment is varied in different ways. There are a great many possibilities for the frame work of such talks; to mention a few: 1. Write a letter to an old friend of your mother who has never been abroad and who knows very little about foreign countries and describe in detail your first three days in Paris (Berlin, Madrid or any other foreign city).

2. Give a little talk in your reading club at home about peasant life as you saw it during your trip in France (Germany, Spain). Illustrate it with pictures, postal cards and snapshots.

3. Describe a walk on a Sunday in the Black Forest (or in the Spreewald) where you saw the peasants going to church in their old costumes.

4. You are a teacher of modern languages in a high school and the French club has asked you to give them a little talk about your trip in the château region. Give your own personal experiences and describe the castles. Bring the photographs you have bought there and make the pupils feel that it was the most beautiful trip you have ever taken in France.

Dialogues and conversations among several students are very helpful in vitalizing and enlivening the recitation, and students usually find such an assignment a very pleasant change from the routine work, for instance:

5. It is evening and you are sitting in front of the open fire with a friend you were traveling with last summer. Bring your photographs and talk over all your experiences, what you saw and what impressed you most during the week in Rouen (Granada, Toledo, Dresden, Munich).

6. Invite two of your friends to tea and propose to them a summer's trip abroad. Tell them what you especially wish to see and give them the reasons for your itinerary. They will ask you questions about the cost of the trip, how long they will stay in the different places, etc. Persuade them to go with you abroad and tell them about the benefit they will derive from such travel with you in France (Germany, Spain or South America).

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(*To be continued*)

THE COLLECTION OF DATA IN MODERN LANGUAGE TEACHING[1]

By JOHN VAN HORNE

The following article is a presentation to readers of the *Modern Language Journal* of a project to establish machinery for the annual collection of facts regarding Modern Language teaching. The material is offered in tentative form in the hope that it may elicit discussion and suggestions. If the idea of establishing means for the assembling of data is approved by readers of this journal, it is hoped that they will generously contribute advice. Counsel is solicited first with regard to the advisability of putting the scheme into operation. If the general attitude is favorable, criticism is invited concerning the questionnaire at the end of the paper, in order that useless or faulty questions may be omitted or amended, valuable ones added, and in order that the questions may be adapted to both high school and college classes. Advice would also be welcome on various important practical matters, such as the number of persons who should carry out the scheme, the best means of securing the proper persons, financial support of the plan, and the means of publishing the results. When the project has been improved by suggestions, it is hoped that a definite formal recommendation may be made to the National Federation of Modern Language Teachers. Please send suggestions to the writer.

At present there appears to be no machinery in existence for the collection, digestion and publication, on a large scale, of contemporary data as to modern language teaching in the United States. There is no clearing house to which material from institutions in all parts of the country may be submitted for purposes of classification and comparison. In short, we have no organization whereby we may become acquainted systematically with the facts of linguistic instruction in the schools, colleges and univer-

[1] Adapted from a paper read at the meeting of the Association of Modern Language Teachers of the Central West and South in Chicago, May, 191[illegible].

sities of the United States. The size of the country and the vast number of institutions in which modern languages are taught make it obviously impossible to keep abreast of all teaching details. A reasonably satisfactory knowledge of what is actually being done from year to year in high schools and colleges is the most that can be expected.

Knowledge of pedagogical methods used by others cannot fail to be of value to every teacher. If a process can be put into operation to make easily accessible the important facts of contemporary linguistic education, the results ought to compensate for the effort. The whole problem resolves itself into the collection of data about what is happening. The ideal system would be to reach every institution in the United States (and perhaps Canada) in which modern languages are taught. Of course such an ideal cannot well be realized; but we should reach so many high schools and colleges that the resulting data gathered would be sufficient in quantity to insure tangible results.

Machinery for the collection of data might be controlled by a single person, or by a single committee; by an individual for each language for which data are desired, or by a committee for each language. Separate individuals or separate committees might undertake the collection of high school data as distinguished from college or university data. However the machinery might be controlled, the methods and purpose of investigation would be the same.

Assuming that the primary purpose of elementary modern language instruction is the development of ability to speak, understand, read and write the language studied, we should collect data along these four lines. More difficult, but not impossible, would be the assembling of facts regarding the cultural benefits conferred by language study. In each of these branches of linguistic education—speaking, understanding, reading, writing, and cultural value—there are many details about which information might be asked. Taking the matter of imparting the ability to speak a foreign language, we should like to secure a collection of reports as to methods and devices used in all accessible institutions. For instance, it would be useful to know how many schools employ scientific phonetics in teaching a knowledge of pronunciation; whether scientific phonetics are

introduced at the very beginning of the first year; whether the standard phonetic alphabet is used; whether there is a daily phonetic drill, and, if so, of what nature it is, and how long it lasts at different times in the year, etc., etc. It would also be helpful to learn what devices are employed to encourage the student to use, in and out of class, the language that he is studying. As means to this end we might put the following questions: How much time daily is devoted to concert repetitions and to replies to questions? How is the period divided to enable each student to say something individually? How is the student trained to formulate and to answer questions? What means are employed to conquer timidity? etc., etc., etc.

Similar questions concerning the development of the students' ability to understand, to read, and to write a language, and inquiries concerning cultural benefits will be noticed in some detail in the questionnaire at the end of this article.

The following is a plan for collecting data along the lines indicated in the preceding argument. In or about May of each year a questionnaire would be sent to all institutions from which a reply could reasonably be expected. The replies should be received by the end of the school year. They could be read, classified and prepared for publication by the beginning of the next school year.

The object of a questionnaire like the one proposed is purely and simply the collection of facts. It is not intended to include in the statistics any theory as to what should be done to improve pedagogical methods in any department of modern language teaching, nor even to draw any conclusion from the statistics, except in so far as these speak for themselves. Such a body of material may well give rise to theories; it is to be hoped that it will furnish the starting point for numerous schemes of improvement. But in itself it can only be the data of teaching.

A possible danger might arise if these statistics were considered an attempt at too much standardization. They should not be so considered, if it is understood that no motive lies behind them other than the discovery of the truth as to teaching conditions in modern languages. Theories based on the figures might lead either in the direction of standardization or away from it. In short, the aim of this paper is to propose, or at least to open

to discussion, the question of the advisability of establishing machinery for an annual[2] recording of the facts of modern language teaching in the United States.

Unfortunately, many questions to which we should like answers, cannot be answered satisfactorily in brief compass. Others can be answered only vaguely, in such a way that the answer is hedged about with conditions. In preparing an annual review of the situation, only such questions should be raised as will admit a fairly clear-cut answer in a few words. The more definite a reply is, the more easily it can be classified. Thus, it is easy to name the texts used in a given class during a given year, and figures based on this kind of information can be easily tabulated. It is much more difficult to classify answers to questions on the cultural value of a language.

The following is a tentative questionnaire.[3]

I. Preliminary Information

1. How many students are in the class? (If one teacher has several sections of one class, the average number should be given.)
2. What is the proportion of male and female students?
3. What is the number of class periods per week?
4. What is the average age of the students?
5. Is the language in question required or an elective?
6. Is the method of supervised study used?
7. Have the students usually studied Latin or other foreign languages? What is the general character of linguistic preparation—good, mediocre, or poor?
8. What languages are taught in your institution and in what order?
9. Do you specialize in this subject or teach other subjects also?

[2] Possibly biennial or triennial, or perhaps some questions ought to be answered every year, and others at longer intervals.

[3] It is realized that some questions can be answered only by estimates or by expressions of opinion. It is also evident that some questions apply only to first year work, whereas others are applicable only to really advanced classes. The writer has had in mind for investigation a four year course in high schools and two years in colleges. Where there are several sections of one class in the same institution, several blanks would be sent with the idea that each teacher would fill one out. The questions, as here presented, must be corrected and improved before they are considered in final form.

10. Does the institution possess facilities in the way of maps? wall charts? lantern slides? library? national pictures? etc.

II. Speaking

(*a*) *Pronunciation*

1. Do you use phonetics (i.e., scientific description of sounds) without a phonetic alphabet?
2. Do you use a phonetic alphabet? If so, which one?
3. When do you begin the phonetic alphabet?
4. Do you have a periodical phonetic drill? If so, how often? How long does it last? What is its general nature?
5. What sounds give most trouble?
6. Is any method other than mere imitation used to teach pronunciation of phrases of sentences?
7. Do you use in class any specific book on pronunciation apart from the grammar?

(*b*) *Practice in Speaking*

1. Do you use objects and pictures? If so, during what portion of the year?
2. How much time a week do you average for oral work?
3. Do you use chorus repetition?
4. How much time do you estimate that each student is speaking the foreign language, whether alone or in chorus, during the period?
5. Are the students, on the whole, excessively timid about speaking the foreign language?
6. Do you generally use the oral exercises suggested in the grammar or do you develop your own?
7. Which do you consider more important, fluency or correctness? Which is harder to develop?
8. Do you assign passages to be memorized? If so, name pieces most commonly assigned.
9. Do you begin work with a book in the possession of the student?
10. What opportunities are there for practice outside of class—clubs, dramatics, foreigners in institution or in city, etc.?

III. Understanding

1. Is English excluded from the class-room?
2. Is English used for grammatical explanations?

3. Is English ordinarily used for other purposes?

4. Does the student have the opportunity to hear anybody speak the language except one teacher and his fellow students, either in the class-room or outside?

5. On the whole do you aim to pronounce as in normal conversation, or more slowly and distinctly?

6. What are the most difficult things for the student to grasp by hearing—special sounds? elisions? vocabulary? idioms? pronouns? phrases? verbs? general rhythm of phrases and sentences, etc.?

7. Do you use dictation? If so, about how much?

8. Is a phonograph used?

9. Do students translate from hearing?

IV. Reading

1. What texts (books, periodicals, newspapers) have you used this year?

2. How many pages have you read this year?

3. Do you translate? always? usually? often? rarely? etc.

4. Do you do sight translation? If so, about how much?

5. Do you assign outside reading? If so, about how much?

6. Are plays used just like other works, or is there any attempt to use them for dramatic purposes?

7. When do you begin reading? (for first-year classes only).

8. About how much do you assign in each recitation in the first half of the year? in the second half?

9. Do you ask questions in the foreign language on the reading?

10. What seem to be the chief stumbling blocks to intelligent reading?

V. Grammar and Composition

1. What grammar or composition books have you used this year?

2. How much of it did you take in the first semester? in the second semester?

3. How do you use the compositions from French to English? For translation? For grammar? For conversation?

4. Do you use all the compositions from English to French? Do you use some of them?

5. Do you require original compositions? i.e., do you use any scheme whereby the student composes his own sentences?

6. Do you use drill work provided in books? Do you make up your own?

7. Do you use notebooks? Are they corrected from board?

8. Is there oral drill on the composition?

9. What grammatical points seem hardest for students to understand?

VI. Culture

1. What effort is made to explain the history and institutions of the foreign country?

2. Are there literary discussions?

3. Is the student brought into sympathy with the country or countries whose language he studies? How?

4. What are the chief drawbacks to the acquirement through language study of general cultivation: lack of preparation? narrow nationalism? race prejudice? lack of time? lack of interest?

5. Is there any introduction to general philology or history of language?

6. Are linguistic and literary comparisons used?

7. Is reading systematic in the direction of literary types?

8. Are any reasons presented for language study?

9. Are there collateral courses in the institution, such as history of the country whose language is studied? If so, do the language students often take them?

VII. Examinations

1. On what points do you examine students?

2. What percentage of importance is given to grammar? translation? pronunciation? understanding? compositions? etc.

3. What relative value is given to class standing and examinations?

University of Illinois.

THE POINT OF VIEW: A REPLY TO M. DONDO

By ANNA WOODS BALLARD

A criticism of my Beginners' French in the February number of the JOURNAL would have passed without comment if the writer had stuck to his text of "Errata." It *is* blameworthy to allow even evident slips to appear in a third edition but it is not always easy to transfer corrections at the right moment from one's text to the plates, and my chief anxiety about this third edition was to have ready in time and included in it pp. 229-234 giving additional drill on pronunciation and to have the information about the large pictures added where it was needed.

Undoubtedly the two lessons mentioned are faulty, but when the critic says blandly the "illustrations are poor," I can't help wishing he may some day try writing a beginners' book that is *all* illustration. He will understand then.

"It is to be regretted that nowhere in the book do we find irregular present subjunctives printed in full. In the verb tables at the end of the book, p. 201, the first person of irregular present subjunctives is given, but what is the student expected to do when he comes to the plural of *aille, meure, veuille,* and other such forms? After all this is a beginners' book."

After all it *is!* And the writer can dispel his grief by consulting page 160 N.B. All difficulties with *aille, meure,* etc., will disappear as if by magic.

"Several statements are incongruous. On p. 38 we read: '*voici* and *voilà* are used in reference to objects in plain sight. How does that statement justify sentences like 'voici mon idée' or 'le voila disparu'?"

"Voici mon idée," etc. has nothing to do with distinguishing between the use of *voila* and *il y a.* That is what is being done on p. 38!

"'J'aurai *de quoi* acheter' is passed without comment, but on page 146 we are told that 'quoi,' as a relative pronoun, is used rarely and indefinitely."

See vocabulary p. 264 where this very phrase is quoted—and translated.

"It would have been desirable that an explanation be given for the use and the omission of the definite article before the days of the week. On p. 94 we find: 'En français lundi est le premier jour de la semaine. Quel jour suit le vendredi? Quel jour vient après lundi? Quelles classes avez-vous vendredi?'"

Many explanations that may seem "desirable" are left to the questions of the pupil who will surely ask one in such a case. He *has* a teacher, who will gladly answer and who may be depended on to guide him safely as to the position of "bien" in a compound tense, p. 216, drill 2.

"In a volume based on the use of phonetic symbols one ought not to find statements like the following: '*S sounds like z*,' or '*c* is *soft*.'"

Why not? This quotation is from the Introduction where special care is taken to be intelligible to those not using phonetic symbols. Many do not yet believe in them. As to the words given and not given in phonetic transcription throughout the book, I wish the whole book were in phonetic transcription. But let us be thankful for small mercies. Many good books give none at all! And let us remember the 25 pages of phonetic transcription that are furnished and the six pages of most searching exercises calling for difficult sounds.

"On pp. 194–195, verb paradigms, only the singular forms of the verbs are given in phonetic transcription; but there is no phonetic spelling for the plural in forms like *achetons*, *devons*, *faisons*, *jetons*, where it is just as important to get the correct sound, especially in the case of the sound [e]."

As to this final complaint, any teacher who has been using the book can give the information that the present indicatives on pp. 194, 195 are not taught in this order but as they occur in the text. Before the pupil ever reads *achetons*, *devons* or *jetons*, he has learned to say *donnons*, *finissons*, *rompons*, and he has heard and used and read from phonetic transcription *venez*, *prenez*, *fenêtre*, *regardez*, *levez* (all of which appear on the first two pages of Beginners' French, and in phonetic transcription).

Surely the author is the best judge of what he wants to teach in his own book. It is for him to choose. That is why no infor-

mation appears about verbs that may take either AVOIR or ÊTRE: that is why the only cases taught of the tense after *si* is when the principal clause has the future or the conditional. There is a vast amount of material purposely omitted from BEGINNERS' FRENCH almost enough for a book to follow it: there are dozens of such cases as that cited about *si* where only part, but the most important part, of a point of grammar is taught.

So much depends on the point of view.

Teachers College,
Columbia University.

Notes and News

State Correspondents

Arkansas, Fannie A. Baker, Fort Smith High School
California, I. C. Hatch, Polytechnic High School, San Francisco
Iowa, Chas. E. Young, State University, Iowa City
Kansas, Mabel Duncan, Senior High School, Arkansas City
Louisiana, L. C. Durel, Tulane University
Maine, Roy M. Peterson, University of Maine, Orono
Nebraska, Abba Willard Bowen, Peru State Normal School
New York, Charles H. Holzwarth, West High, Rochester
Ohio, E. B. de Sauzé, Director of Modern Languages, Cleveland and Charles Bulger, Akron University
Oklahoma, Faith Goss, Central High School, Tulsa
Pennsylvania, Isabelle Bronk, Swarthmore College, Swarthmore
South Dakota, Caroline Dean, Yankton
Tennessee, F. P. Jackson, Vanderbilt University, Nashville
Washington, Grace I. Liddell, Lincoln High School, Tacoma
Wisconsin, B. Q. Morgan, University of Wisconsin, Madison

The Department of Spanish of the University of Maine has recently made an investigation of the extent to which Spanish is taught in the secondary schools of that state. Two years of study in the language are offered in several of the larger high schools, including Bangor, Bath, Houlton, Lewiston, Old Town, Portland and Rockland. Three years' work is offered in Deering High School of Portland. Several private academies have introduced courses in the language, while others report that they are planning to do so soon. In most cases instruction in Spanish in the secondary schools of the state started in 1918, but Rockland High and Westbrook Academy have maintained courses since 1915. The subject has not been introduced in the smaller high schools.

Professor Ralph W. Scott, formerly teacher of Spanish in the Hotchkiss School, Connecticut, has been appointed Professor of Spanish and Italian in Washington and Jefferson College.

Professor H. W. Church, formerly of Monmouth (Ill.) College, returned last autumn from a term of service overseas in the Foyers du Soldat to take charge of the department of Romance languages at Allegheny College, Meadville, Pa.

R. M. P.

Here is the original of an item that appeared in the March *Journal:* "Académico correspondiente en los Estados Unidos. —En la junta del 11 del presente mes quedó elegido académico correspondiente de la Real Academia Española en los Estados Unidos el sabio hispanista, profesor don Elijah Clarence Hills, que durante varios años fué bibliotecario de la Sociedad Hispánica o Española de Nueva York, y ha publicado un gran número de obras relativas a la literatura y a la lengua castellanas."—*Boletín de la Real Academia Española, Diciembre de 1919 (pág. 776).*

The director of the National Peabody Foundation for International Educational Correspondence (see *Journal* for November, 1919) writes:

1. All requests for educational correspondents sent to France will hereafter be referred by Mr. Garnier to the National Bureau. Individual efforts on the part of teachers in securing French correspondents is discouraged. The national organization can keep a complete record and thus guarantee against any improper use of the correspondence only if all material passes through its channels.

2. We are now receiving thousands of enrollments from France, girls and boys being enrolled in about equal numbers. The American enrollments should reach 100,000 before the close of another year. About 10,000 are now enrolled. The Bureau serves also college students and private and commercial classes.

3. The "short term correspondent" who wishes to exchange letters in special subjects, such as homes of poets, museums, etc., will be found, no doubt, in considerable numbers. The Bureau is ready to serve groups of such persons.

4. All French letters discarded by classes should be sent at intervals by teachers to the Bureau. They will be used in preparing articles and bulletins to be published for the benefit of teachers.

Suggestions will be welcomed from all sources.

Members of the modern language profession may be interested in an undertaking which the Mayo brothers have recently launched at Rochester, Minn. Fearing that the agitation against the study of German which resulted from the war might have serious consequences for the progress of medical science, they have decided to employ a trained language man as a translator of such important treatises as ought to be available to American students of medicine; it is understood that they expect to finance the publication of such translations. It is a full time position, and is generously conceived both as to conditions of work and salary. The first incumbent was Mr. John C. Blanke-

nagel, Ph.D., Wisconsin, who has now accepted a position in the modern language department of the University of Montana. His successor in the Mayo clinic is Mr. Franz J. Graber, also a Wisconsin graduate.

Enrollments in modern languages at the University of Wisconsin for the second semester are approximately as follows: French, 2,400; Spanish, 1,700; German, 400; Italian, 25. The number of instructors at present employed is: for French, 30; for Spanish, 22; for German, 7; for Italian, 1.

The annual meeting of the Modern Language Teachers of Wisconsin is to be held at Madison early in April. President Purin of the Milwaukee Normal School is now busy making arrangements for the program.

Jonesboro, Arkansas, citizens have shown their loyalty by a voluntary plan of taxation, raising thereby $28,000 for the needs of the schools of that city. This is called the "Jonesboro plan" and is being followed by other progressive towns. The directors of education in the leading cities of the state are making definite efforts to increase the salaries of their teachers and to improve school equipment.

The death of George B. Cook, for many years Superintendent of Public Instruction of Arkansas, removes a faithful official whom the teachers of the state remember as a genial friend and leader in educational affairs.

Ouachita College, Arkadelphia, is planning four large new buildings to accommodate her students next year.

The high school at Blytheville is making use of French Victrola records. Short stories are given to the class to memorize, prepared with the help of the records as a special aid to good pronunciation.

Little Rock has organized three French Clubs and two Spanish Clubs: "Los Hijos de la Alhambra" and "El Club Hispano-Americano." A recent program upon Ibáñez was very interesting.

"Lame Ducks" Once More!

A correspondent writes from the north-west: "I am glad to state that the Tacoma High Schools are an exception to the statement made in the December, 1919, issue of the *Journal*, that all the departments of Modern Languages in the United States are 'the department of lame ducks.' Every teacher of modern languages in the Tacoma schools has had special training for that work. Of the teachers of French, one is a native Frenchwoman

who is a graduate of the Sorbonne and had two years' work at the University of Vienna. All the others but one have studied French abroad; that one has her master's degree in French, practically all her work being done under instructors whose native language is French. The teachers of Spanish are also well prepared. Three have studied Spanish in Europe, Cuba or South America; one has spent several summers in California under some of the best Spanish teachers available. Another has done all her work in Spanish under native Chileans, one of them being a former professor of history in the University of Santiago, the other a graduate of the Naval Academy of Chile. Nearly all of the teachers in the department have studied from three to seven foreign languages."

There has recently been established in Italy an Instituto per la Propaganda della Cultura Italiana, with headquarters in Rome at 5, Campidoglio. The President of this institution is the Minister of Public Instruction; the Executive Committee is composed of three well-known men, among whom A. F. Formiggini is the leading spirit; and the Advisory Board includes such men as Guido Biagi and Benedetto Croce.

Its purposes are to intensify intellectual activity in Italy itself, in various ways, and to make that activity known in other countries, in particular by arranging for translations of the most notable current Italian works, and by the diffusion of accurate and interesting bibliographical information.

The organ for the diffusion of this information is a monthly periodical called *L'Italia Che Scrive.* This periodical consists of about twenty pages each month, and contains sketches of modern Italian writers, both in literary and scientific fields; bibliographies of their works; miscellaneous articles of bookish interest; series of short articles dealing with the various Italian universities, academies and other educational institutions; a large number of brief reviews of recent works of all sorts; a series of interesting paragraphs contributed by contemporary authors and dealing with their own plans and experiences; a very complete bibliographical list of all Italian books of the month; news of the activities of the Institute; and a large number of publishers' advertisements. The periodical thus gives a remarkably complete survey of Italian intellectual activity; and it gives it in a very interesting and compact form.

Subscription to this periodical costs only five lire a year.

Membership in the Instituto costs ten lire a year, and carries with it a free subscription to the periodical.

Notes from Foreign Reviews

The December issue of *Modern Languages* touches on the feeling in England that the teaching profession is the most under-

paid of professions, contains an interesting article entitled, "Britain as an Italian Province," in which the author shows how thoroughly latinized Britain was by the fifth century, publishes brief reviews of some recent French poetry and fiction, contains a short account of the disappointment of the English teachers who went to Burgos to attend the vacation courses in Spanish, and gives a short bibliography of texts in modern languages.

It is of interest, at a time when the demand for the suppression in America of schools in which all instruction is given in a foreign language is so imperious, to read in the address of the president of the *Association des Professeurs de Langues Vivantes* his belief that only by such instruction can we attain in foreign language teaching the results that are demanded by the public and aimed at by partisans of the Direct Method. He makes the excellent point that a greater virtuosity is expected of the pupil who has completed a course in a foreign language than from one who has done equal work in another subject, and asserts that this virtuosity can be attained only by more time in the subject than the present class system can possibly permit (*Les Langues Modernes*, 1919, No. 1).

The same journal (1919, No. 2) quotes an amusing example of how the Frenchman attached as interpreter to a unit of the British army put into English, for the benefit of his commanding officer, a claim for damages arising from a football game played in a pasture field, of which two sentences are: "Those games do damage to the ground in those two places which I remark that the herb is root out and shall not grow against. My claim stay without answer." The contributor adds that during his long assignment to the British army he observed that about one interpreter out of twenty knew English. On the other hand, Professor Loiseaux of Toulouse, who acted as interpreter for nearly four years, found that the results of the Direct Method in preparing interpreters who could speak and understand German were better than he expected—whatever that may mean!—but that the candidates wrote poorly.

The question whether the requirement of a composition in the foreign tongue for the baccalaureate shall give way to a translation test supplemented by an explanation in the foreign tongue of certain words and expressions and answers to questions of a literary nature, or perhaps by the old-fashioned theme, or translation into the foreign tongue, was being eagerly discussed in France in 1919 (See *Langues Modernes*, Nos. 1, 2) with a tendency on the part of the profession to answer the question in the affirmative.

The October-November issue of this *Journal* contains a vigorous plea by Ernest Lavisse for the continuation of the study of German by French pupils. Mr. Lavisse bases his arguments on commercial and intellectual grounds. Though no Germanophile, as is well known, he asks: "Allons-nous prétendre effacer les grands noms inscrits dans l'histoire de l'humanité par les penseurs et les artistes de l'Allemagne?"

In an article in the *Revue Universitaire* (1919, No. 5) Professor Weil of Caen outlines the history of modern language teaching in France. For the first forty years of the nineteenth century there was no organized attempt to give foreign language instruction in French lycées and collèges, and Duruy was the first minister to face the situation squarely and recognize that competent native teachers would have to be trained before the situation could be materially improved (1863). It was the Franco-Prussian War that shocked the French public into understanding their linguistic deficiency, and made them take language instruction seriously. Professors were still few, chiefly foreigners who understood neither their pupils nor the technique of the task which they had undertaken, but when once the general demand existed, capable native instructors were forthcoming in time. A sentence from this article is worth quoting: "La plupart des professeurs n'étaient pas des Français. On avait chez nous ce préjugé, disparu depuis peu, qu'un Allemand etait toujours capable d'enseigner l'allemand, et un Anglais d'enseigner l'anglais: c'est ainsi qu'aujourd'hui, dans certain pays du Nouveau Monde, quelques Français, apres avoir été coiffeurs ou palefreniers, se font accepter comme professeurs de langue française." We are glad to tell Professor Weill that for *aujourd'hui* he should have written *hier*, and for *font*, the better form would be *faisaient*.

The *Revue de l'Enseignement des Langues Vivantes* (No. 1, 1919) contains a notice of the death of A. Wolfromm, who founded this journal in 1884 when professor at the lycée of Havre. An Alsacian, who had fought for France in 1870, M. Wolfromm began teaching soon after the struggle, and was closely associated with the development of foreign language instruction in its most difficult period.

The same journal (No. 2) contains an eloquent obituary notice by Professor Legouis of Miss Edith Williams, founder in 1896 of the Guilde Internationale.

Professor Loiseaux of Toulouse contributes to the discussion of the results of the Direct Method in France his observation and that of another *universitaire* that the young men who were assigned to duties as interpreters or as instructors with English speaking

troops showed very considerable ability as linguists. He concludes that the method has not failed, though it has not given the results that were claimed for it.

The French students in America are sending home many comments on their observations here. In *R. L. V.* for June, 1919, is an article made up of phrases from many letters, all of which indicate that these young adventurers found hearty welcomes, whether in Baltimore or Walla Walla, and that they observed the new educational phenomena about them with sympathetic, though somewhat blinking eyes.

In another issue (1919, No. 11) of *R. L. V.* are some "Notes prises au cours de Pédagogie" bearing on various types of exercises: copying a text already studied, dictation of a familiar passage, reproduction in the foreign tongue of familiar matter, written résumés of assigned passages, paraphrases in prose of a poem. The last three and several other types of exercise are grouped under the head of *rédaction*, which term includes all the types of written work in the foreign tongue. This page contains nothing new, but a good many definite suggestions.

A chair of Spanish has been established at the Sorbonne of which Professor Martinenche, well known to Hispanists in this country, is the first incumbent. Henri Mérimée has been made professor of Spanish at the University of Toulouse in succession to Ernest Mérimée, retired.

It appears from an article by Th. Schoningh in *Die Neueren Sprachen* (1919, Nos. 1, 2) that the question of foreign language instruction is being as vigorously debated in Germany as elsewhere. A number of schoolmen are demanding that the study of foreign language be appreciably reduced in German schools, the time gained to be devoted to the mother tongue. The writer of the article, after citing a number of utterances to this end, makes a vigorous argument that Germans need foreign language study now more than ever. He admits that the time spent on composition in the foreign tongue may be well reduced, and holds that the main effort should be to study the psychology of other nations through representative writings.

This number contains also an interesting sketch of the pedagogic activity of Max Walter, who has been for more than twenty-five years head of the Frankfort Musterschule. The writer traces Walter's evolution from the date of his first arrival in England (1871) at the age of 21: his meditations on the mistakes made by English boys learning German, which led him to accept the theory of the study of sounds by the phonetic method; the

conclusions he drew from the reception give his grammatical English as to the type of language that should be taught to beginners; and how they led him to regard as the correct procedure *imitation*, rather than *comparison* through translation.

Romance philologists will be interested in the "solving of the riddle of the origin" of *aller*, *andare*, and *andar* by W. Ricken in Nos. 1-2, 3-4 of this journal. The first is (one would write *serait* in French) from *alare* a "correctly formed Latin word, though little used, especially in writing," found as a component of *ambulare;* the other two are from *in-viam-se-dare = in viam dari > inviamdar.*

H. Schmidt publishes in Nos. 3-4 a continuation of his studies on French syntax in which it is his purpose to contrast actual usage with the teachings of the school books. The present study bears on the omission of subject personal pronouns; the use as subjects of *moi, toi* qualified by *seul*, of *vous-même;* on the occurrence of sentences like "ta cousine et toi n'avez aucune différence d'âge: je vous *l'*avais bien dit, qu'ils ne se battraient pas; Qu'est-ce que tu penses de moi?—Je suis sûre que tu *en* penses bien du mal; Je croyais en toi, je n'*y* crois plus; Depuis un an on parle de *lui* (d'un tri-car)—en France; C'est eux qui lui commandèrent—; *C'est elles* qui t'ont empêché—; Mari Galande, la première, reprit conscience de *soi.* The article touches on many other points of equal interest in connection with the personal pronoun. Such studies should prove of great service to the writers of the school grammars of the future, who may thereby spare teachers and pupils some unnecessary labor. Readers of the *Journal* who find nothing new to say on problems of method would have ample field for their activities in making thorough investigations to determine what is actual usage in their special language in regard to some of the moot points, even in elementary syntax. Compare, for example, Schmidt's group of examples as to the position of the personal object pronoun, e.g., Elle semblait se fort bien porter.

In the same issue E. Lerch discusses the "two kinds of French Subjunctive": 1) the subjunctive of wish, and 2) the subjunctive of uncertainty, under which two heads he groups the whole treatment of this mood, and maintains that the matter is vastly simplified when so considered.

In the following issue (5-6) B. Herlet discusses at considerable length a set of six questions that had been proposed (in Nos. 3-4) for consideration at the coming *Reichsschulkonferenz* by officers of Neuphilologen-Verband. Five of these questions interest us:

1. Is instruction in German in need of strengthening; a) in general; b) from the point of view of modern language teaching?

2. What modern languages are to be taught in German secondary schools?

3. When shall the first language be begun?

4. In what order are modern languages to be put in the curriculum?

5. What shall be the goal of modern language teaching?

Mr. Herlet replies in sum as follows:

1. The first part of this question implies an increase in the amount of instruction in German at the expense of some other subject, presumably of foreign languages. There are no sound arguments for such a procedure.

2. English and French. Italian, Russian, Spanish as electives.

3. In the fifth school year.

4. French, because more highly inflected than English, more definitely organized grammatically, less difficult orthographically. Further, beginners usually like their second foreign language best, and as English is more important, it is well to profit by this fact in putting it second.

5. Partly practical, partly scientific. The practical aim should be to have the pupil become skilful in comprehending and reproducing the foreign sound, capable of understanding the written and spoken tongue, and of expressing orally and in writing his own and others' thoughts in the foreign language. The scientific aim should be to arouse interest in the phenomena of speech and to place the pupil in a position to appraise and enjoy foreign literary works.

A Growl from the Business Manager

I don't mind being blown sky high by an indignant subscriber who takes four pages to let me know that the December number was lost in the mail. I don't mind the passionate remonstrances of a lady who writes me in a backhand that nobody in the office can decipher. I have endured with becoming equanimity and fortitude the errors of printers and expressmen, but, among friends, the following *cogit capram meam*, as Demosthenes would phrase it: [Postal card: *mutatis mutandis*.]

Washington High School,
January 27, 1920.

Mr. George Banta.
Dear Sir:

We are obliged to discontinue our subscription to the *Modern Language Journal* owing to shortage of funds, but we have received the January number, so think you should be notified to send no more. K. Smith.

Unfortunately the postmark is so blurred that it is impossible to find out where the postal card came from. Query: Why don't

folks state post office address in communicating with a business manager regarding business matters?

Without prejudice to Smith, it may be safely said that while his views as to the ethics of notification in such cases are impeccable, his chronology is hopelessly wrong. Query: Why didn't he speak before? Why should October, November and December numbers of the *Journal* be required to waste their sweetness on the desert air of the Dead Letter Office when they might be fructifying the intellect of some prospective subscriber *in partibus infidelium?* Paraphrasing the jargon of Political Economy, Smith's qualms of conscience are not effective qualms.

Mr. Banta is not the Business Manager; the name and address of that unfortunate individual appear in every issue of the *Journal.*

The *Modern Language Bulletin, Vol. V, No. 1,* published in Los Angeles by the M. L. A. of Southern California, and edited by C. A. Wheeler, has just been received. It contains a number of official notices, mention of publications in the language field, "Notes," and the membership list of the Association, which has now fifty-nine members.

SUMMER COURSES FOR FOREIGNERS IN MADRID

For nine years the "Junta para Ampliación de Estudios," an organization established by the Ministry of Public Instruction, in co-operation with the Centro de Estudios Historicos and members of the Faculty of the University of Madrid has been offering courses in Spanish Language, Literature, Hstory and Art to foreigners.

These courses, of an eminently practical character, have enjoyed great success in past years. Many teachers and students of Spanish in Europe and Amerca have taken advantage of the opportunity thus offered them to come into contact with the intellectual life of Spain, to become acquainted at first hand with her customs, to admire the artistic treasures of her old cities, to perfect themselves in Spanish; in a word, to acquire a more intimate comprehension of what Spain really is.

The ninth Summer Course for Foreigners will be held ths year in Madrid from the 24th of July to the 4th of September. Experienced teachers under the direction of Sr. D. Ramon Menen-. dez Pidal will give courses of lectures on grammar, phonetics, literature, history, art, geography and general topics dealing with Spanish life. There will also be practical classes for the analysis of literary texts and exercises in conversation, composition and translation.

Visits to the principal museums and art collections of Madrid and trips to the royal palaces and cities of artistic interest lying near Madrid, such as the Escorial, Toledo, Avila, and Segovia,

will be organized. At the conclusion of the course, the Junta will give the matriculated students a Certificate of Attendance and if they care to take the final examinations, a Certificate of Competence, where official statement is made of their knowledte of the Castilian language.

Duly authorized by the "Junta para Ampliación de Estudios," and for the purpose of facilitating the attendance of American students and teachers, a general excursion to Spain is being organized under the management of Professors Joaquin Ortega of the University of Wisconsin, Clarence E. Parmenter of the University of Chicago and Srta. Carolina Marcial Dorado of Bryn Mawr College, who, being familiar with the needs of the American traveler and the characteristics of Spanish life, will be in a position to give the travelers efficient aid, helping them to solve any difficulties that may arise, giving them necessary information regarding. their studies and establishing a cordial friendship among the members of the party by means of informal lectures in Spanish.

For the lodging of the American excursionists the magnificent buildings of the Residencia de Estudiantes, erected some four years ago and having all modern improvements, have been secured. The Residencia is situated on the heights of the Castellana, the most fashionable district of Madrid. Provisions have also been made for meals to be served in the Residencia. Several young Spanish men and women will stay at the Residencia, preside at the tables and converse with the students when these are free from their class room duties.

A price per person will be fixed which will cover *all expenses* including passage, railroad fares, hotels, tips, lodging in th Residencia; the privilege of Spanish conversation with special instructors at the Residencia, matriculation fees in the courses of the "Junta para Ampliación de Estudios," books and study materials, such extraordinary expenses as trips in Spain, etc., etc., thus avoiding all troubles and annoyances connected with a trip of this sort for the students.

If a considerable number of teachers should be unable to attend the course on the above mentioned dates (July 24 to Sept. 4) it is very probable that the "Junta para Ampliación de Estudios would organize a similar course from July 10 to Aug. 21. Those who are interested in securing information will kindly mention which of the two dates they prefer.

All who are interested in the plan and who would like to become members of the party should communicate as soon as possibe with Professor Joaquin Ortega, Spanish Bureau, The Institute of International Education, 419 W. 117 St., New York City, as the party will be limited. To those who prefer to make the trip alone, Professor Ortega will be glad to give all the information at his disposal regarding the expenses of the trip.

Reviews

Four French Texts

Four texts of the new *Macmillan French Series*, which is under the general editorship of Professor Hugo P. Thieme of the University of Michigan, have been received for review. They are illustrated, contain questions on the text in French, English sentences for translation, and a varying amount of explanatory matter and vocabularies. The binding is quite appropriately in "horizon blue."

I

Le Roi des Montagnes by Edmond About, edited with introduction, notes, exercises and vocabulary by Frances B. Wilson. The Macmillan Co., 1919. vii+210+169 pp.

A brief sketch of the author is given in the introduction. A few short cuts are made in the text. The exercises at the end consist of questions in French based on the text and English sentences for translation.

II

Colomba, by Prosper Mérimée, edited with introduction, notes and vocabulary by Victor E. François. Drawings by Herbert Deland Williams. The Macmillan Co., 1919. x+178+126 pp.

This new edition of a favorite text is provided with a brief biography (in English) of the author, giving his setting in French literature. The numerous historical allusions and references to local customs are made clear in the explanatory notes, as are also the more difficult constructions. At the end there are questions on the text in French calling for simple answers, and English sentences for translation. The vocabulary is very complete.

III

Contes du Pays de Merlin, compiled by Helen W. Van Buren and illustrated by George Gillett Whitney. The Macmillan Co., 1918. xiii+105+56 pp.

These tales, dealing for the most part with the early history of Brittany, are very simply, yet pleasingly, told. They give touches of local color, refer to the costumes of the Bretons and

to their habits of thought and customs, and include occasional anecdotes in the lives of historical personages. They center about such historical or semi-historical characters as King Arthur and those associated with him, notably, Merlin; Comorre, the tyrant; Dagobert II and Florent, bishop of Strasbourg; Bertrand du Guesclin; Jeanne d'Arc; and Anne de Bretagne and her husbands, Charles VIII and later Louis XII.

There is a short introduction in English on the history of Brittany and the characteristics of its inhabitants, and each "Conte" is followed by a brief statement (also in English) of the historical basis for the more or less legendary tale. Each *Conte* is also provided with simple questions in French and with English sentences for translation.

The book is suitable for elementary classes.

Scenes of Familiar Life, arranged progressively for students of colloquial French, by Mrs. J. G. Frazer, with questionnaire by Messrs. Von Glehn and Sallé. Illustrated by H. M. Brock. The Macmillan Co., 1919. ix+214 pp.

The purpose of this little English publication, whose American edition is before us, is to provide "simple yet varied material for conversation classes" and for "practical training." This aim has been successfully carried out in twenty-six little dialogues presenting scenes from every-day life: an irritable old man at breakfast, venting his ill-humor on his faithful "gouvernante"; little play scenes of children, some quite amusing for young people; a conversation at the telephone; a scene in the Jardin des Plantes; a glimpse of how the omnibuses are managed in Paris, etc., etc. Taken all together these little scenes give a good many aspects of French life, manners, and customs.

The language abounds in the ordinary expressions that one would use about the house and in one's usual round of activities. The earlier scenes consist of four or five pages or even less, require from one to six actors, and contain but a modicum of the story element. The later ones are somewhat longer and call for eight or ten actors. All are lively and contain many amusing and unexpected turns.

Questions in French follow each dialogue, one set calling for the re-telling of the content in the past, another requiring explanations of words and idiomatic expressions used in the text.

The vocabulary contains a few Anglicisms. Special meanings are given as they occur in the text, with classification of those that are "familiar" and "very familiar."

A teacher seeking material for every-day conversation or for very simple plays will be pleased with this little series of animated sketches.

EDNA C. DUNLAP.
Parker High School,
Chicago.

La Nouvelle France, by Frank Louis Schoell. Holt and Co., 1919.

This attractive little volume is a real contribution, as far as text-books are concerned, to the understanding of the French and of France. The first part of the book, a diary, relates the personal experiences of the author in German prison camps. It gives in a lively, clever style, a picture of the life of prisoners of war in Germany and throws an interesting light on the characteristics of our allies and of our enemies through the medium of the persons whose acquaintance we make in the course of the narration. The author has a particular gift of summing up in a sentence or two the outstanding features of the various nations. Those teachers who object to war-books—it is a pity that there is so great a tendency to forget in this country—will find in the second half of the little book a few interesting chapters on *La Rêsurrection de la France.* Never has the moment been more propitious and more urgent for giving the American mind a true understanding of French character. It is the duty of us French teachers to dispel many of the false notions concerning the French which unfortunately are still existent in this country. Some of our returning soldiers who did not understand have circulated many derogatory statements. Mr. Schoell's book will go a great way toward correcting some of those false impressions.

The vocabulary is carefully prepared and there are remarkably few misprints. Perhaps it is unnecessary in the vocabulary to give the feminine form of adjectives like *grand*, since the book is not destined for beginners, or to include the definite and indefinite articles, but that is a minor detail. On p. 143, under *Lens*, *from* should read *for;* p. 118, under *comble*, "at the top of joy" should be changed to "at the height" and "to cap the climax" is perhaps a better translation for "pour comble." Mr. Schoell's book can be used to great advantage for rapid reading in class or for outside reading as a companion volume to a modern French text.

Le Retour des soldats. A French comedy in one act. By Eugène Maloubier. Allyn and Bacon, 1919.

The little play by Professor Maloubier was, as the author states in the preface, written especially for American schools and colleges, with the purpose of affording conversation, drill, and practical exercises through the medium of dialogue. Prof. Maloubier also states that the play can easily be performed in schools, colleges and clubs, as it requires but little scenery. It is rather difficult to judge the little play, for from the point of view of subject matter and technique its value is unfortunately quite insignificant. One cannot look upon it as a piece of literature, and from that angle there is no scarcity of plays in modern French

literature that are suitable for the purposes mentioned above. From the point of view of language, it is well written, but there again we find many splendid texts already available to the American student. And finally as a bit of documentation on France and the war, "eh bien, il y a mieux." The reader is not at all impressed with the "marraine" and her twenty-two "filleuls," with her various other war activities and economies, nor with the maid and her god-son, for all those traits of generosity and self-sacrifice have been presented to us in a much more masterly way. After all the student has some literary taste. We should try to give them the best, especially when it concerns a foreign country, and even more so when it concerns France; and the best is fortunately at our disposal.

The play is followed by Notes, Conversation Exercises, Composition Exercises and a vocabulary.

HÉLÈNE HARVITT.

Columbia University.

Manual of Military German, by FREDERICK W. C. LIEDER and RAY W. PETTENGILL, Cambridge, Harvard University Press, 1918. vii+364 pp.

The sudden ending of the world war brought to a halt also the instruction in "military German" that formed part of the S. A. T. C. curriculum. The book under review is hence likely to prove still-born, and the somewhat meretricious appeal of the circular letter sent out by the Harvard University Press[1] cannot materially alter this outstanding fact. However, since the Manual represents the first serious attempt to collect and present to the American public the German military vocabulary and phraseology, a more than passing review seems called for.

The contents are: 1. Outline of German Grammar. 2. Word Lists. 3. Tables. 4. Reading Selections. 5. Abbreviations. 6. Vocabulary. Of these the outline of grammar is far and away the weakest. One gains the impression that it is the result of a perfunctory effort to meet a requirement of the War Department's Committee on Education and Special Training. Whether or not the user of the book has had preliminary training in German, the outlines already accessible (Gould, Greenfield, Haertel and Gast) will serve his purpose vastly better than what is offered here within the compass of twenty-six pages, three of which treat the alphabet, while five are taken up with a list of strong verbs. Almost the only paragraph to which the above would not apply is the statement on page 12 on the use of *du*, *ihr*, and *Sie* in the

[1] "Which is more likely to arouse the interest of your students, 'Hermann und Dorothea' or an account of life in the trenches? Will they learn the German equivalents for 'bread,' 'dish,' and 'mother-in-law' as eagerly as those for 'rifle,' 'knapsack,' and 'listening post'?" (Under date of September 17, 1919.)

army. The pursuit of military brevity has, besides, led to obscurity of statement and, at times, to ungrammatical English.

The word lists are given under thirty-one rubrics, beginning with "Time" and closing with "Important Adjectives." The groups treated are by no means exclusively of a military character: they touch to a considerable extent upon the technical vocabulary of science as well. In the main, these lists are excellent. Access to them would have materially lightened the work of many an instructor of "military German" in the autumn of 1918. If any general criticism is in place, it is that accent should have been indicated more freely,[2] an observation that applies with equal force to the vocabulary at the end of the volume.

Of the Tables (pp. 75–91), Nos. 5, 6 and, to a lesser extent, 7, may lay claim to more than ordinary interest, presenting as they do a comparison between German, American, British, and French army and navy ranks. It is just such technical matters that are of the greatest interest to the military man and prove most perplexing to the non-military teacher. Taken in conjunction with the illuminating "General Explanations" on page 81, these tables present information not so readily accessible elsewhere and for purposes of reference possess a value that will not be seriously affected by the return of peace and a passing away of a military Germany.

The Reading Selections are grouped under the heads: I. Infantry; II. Trench Warfare; III. Artillery; IV. Fortified Positions; V. Aviation; VI. Hospital and Health; VII. Railroad; VIII. Automobile; IX. and X. Miscellaneous; XI. Submarine; XII. Naval Engagements; XIII. Status of Merchant Vessels in War; XIV. Selections in Gothic[3] Type; XV. Specimens of German Script. There are upward of a hundred selections in all, differing in length from a few lines to four or five pages. Almost without exception this material is well chosen. There are included several apparently genuine letters from the German front written to the folks at home. In some instances one misses an indication of the source or date of an extract. Thus it would have been of interest to know the date of the observations on alimentation and health (p. 178). In at least one case this obscuration of source seems to the reviewer to go clearly beyond the legitimate, in the expropriation, without credit, of a section on "Das Klima der Rhein-

[2] Charpie, p. 38; Intendantur, p. 39; Manschette, p. 42; Visier, p. 47; Kartusche, p. 49; Abonnent, p. 55; Beton, p. 62. *Pedler* (p. 67) is not *Trödler* but *Hausierer*.

[3] There are seven pages in Gothic type as over against 148 pages in Roman type, not a very equitable distribution in view of the statement in the Preface that "Roman and Gothic type have both been used." Personally, the reviewer would be glad to see the use of the Gothic type (and script) in German abandoned but the fact remains that Gothic is still the norm and the Latin type the exception, a fact that the authors should have reckoned with.

provinz" from Steinecke's "Landeskunde der Rheinprovinz" (Sammlung Göschen). The fugitive character of the source could here at least not be urged in excuse. Occasionally an extract represents a translation from an English original, not always without leaving traces of the foreign origin.[4]

In the list of abbreviations, Stv., occurring on page 95, has been overlooked. The Vocabulary seems to be fairly complete so far as the reading selections are concerned. It should, however, have included such technical expressions as those found in Table 16. The identification of *Hafergrütze* with "Quaker Oats" smacks of a jest. *Kabel* is entered as masculine, *Telegraphenkabel* as neuter.

A little more care might have been bestowed upon the proof-reading (pp. 40, 46, 50, 53, 62, 86, 170, 189, 200, 228), although some of the errors impress one as due to negligence in the printing office.

The general make-up of the volume is distinctly attractive.

B. J. Vos.

Indiana University.

Studies in Spanish-American Literature. Isaac Goldberg, Ph.D. With an introduction by Professor J. D. M. Ford. 377 pp. Brentano's, 1920.

It is only within the last few years that we North Americans have begun to concern ourselves with Spanish-American letters. Mr. Coester's *Literary History of Spanish-America* blazed the trail; Professor Ford has devoted a chapter to *Spanish-American Literature* in his *Main Currents of Spanish Literature* and now comes Mr. Goldberg with his *Studies in Spanish-American Literature.* Mr. Coester's pioneer work in surveying the literatures of all the Spanish-American countries is of course but an introduction to the field. Mr. Ford's sketch is meant to be merely a bird's-eye view. But Mr. Goldberg's essays are the first exhaustive studies of Spanish-American men of letters to be published in this country.

We prattle so much about our interest in Spanish-America that one might expect a greater output than this. But alas! Our primary concern as a nation is not Spanish-American culture and civilization, it is Spanish-American dollars. One of the reasons for the feeling of hostility and suspicion on the part of our Spanish speaking neighbors is the fact that we look upon them with a sort of disdainful superiority, because from our newspapers we read only about their political revolutions and their commercial statistics. We are interested in them only as

[4] As e.g., *verpassen*, p. 167, l. 14, and the position of *seitlich liegend* on the same page, l. 36. Selection 77 seems to the reviewer to suffer particularly from this defect.

financial possibilities, and naturally they resent this attitude. It is only during the present Wilson adminstration that we have succeeded in allaying somewhat their fears of military aggression. We may shut our eyes to the history of Texas, Lower California, Porto Rico, and Panama; but the facts stand out clearly to the Spanish-American. Mr. Goldberg's book can gain more friends for us than a score of protestations of friendship on the part of our officials. Among the leaders of the hostile element against us have been journalists and men of letters. These scholarly and sympathetic *Studies* will have great influence in silencing hysterical fears of these gentlemen.

Mr. Goldberg's book represents the combination, rare in this country, of sound scholarship and brilliant style. Its value is further enhanced by the inclusion of the beautiful translations of Alice Stone Blackwell, who has done more than any other American to interpret to us poetically the beautiful poems of our contemporary Spanish-American writers. Mr. Goldberg has wisely contented himself with an exhaustive treatment of a few outstanding names in the contemporary literature of Spanish-America, the *Modernistas*, rather than sketch superficially the whole ground. This volume is merely the first of a series; he promises to treat other writers just as fully in later volumes.

The first thought that assails the reviewer of a book like this is the question, "Is there after all any such thing as Spanish-American Literature?" Are there not really twenty-odd Spanish-American literatures? Spanish-Americans have to be sure a common language; but have they a common social and political bond? Of course geographical propinquity combined with the linguistic bond has drawn them closer together than English-speaking peoples like the United States and Australia for example. One might draw a parallel of the Spanish-American group of nations if one could imagine a multiplication of states geographically and socially close like the United States and Canada. And yet most of their own critics looked upon their combined efforts as a literary unit, and one of them has even warned the United States that she must take seriously some day the "cubs of the Spanish lion."

The author of these words, Ruben Darío, well exemplifies in his life this Pan-Americanism of the Spanish-speaking peoples. Born in Nicaragua, he was a journalist in Chile, consul for Colombia to Argentina, which he called his second home, and again representative of his native country in Madrid and Paris. He cannot even be called strictly a Pan-American, for he lived from choice most of his life in Europe. If he were to be given a literary home, it should be Paris. And Paris we must constantly bear in mind is the intellectual capital of Hispanic-America, as it is also of Brazil. To understand our southern neighbors well, we

must realize that neither their mother, Spain, nor their older brother, the United States, have wielded so potent an influence over them as France. Socially and intellectually, the greater part of Hispanic-America looks upon France as its teacher today.

Mr. Goldberg justly devotes one quarter of his book to Darío, without doubt the most original literary figure that Spanish-America has yet produced. His death reported a few years ago gave rise to a great many critical estimates of his work in South America, France, and Spain. Here his death caused no intellectual ripple; his name was scarcely known. Our critic shows in a masterful essay that he has seized Darío's striking characteristics. He shows that Darío epitomizes the neo-Hispanic Modernista school whose foster-mother is French. Darío has poured new wine into old bottles. Mr. Goldberg, who is a student of comparative literature, has skilfully analyzed Darío's poetic work without insisting too dogmatically on definite influences. Of Darío, he eloquently says, "He crystallized an epoch, he transformed a language. He belongs not only with the greatest poets that have written in the Spanish tongue, but with the masters of universal poesy."

In his opening chapter on the Modernista movement of which Darío is the prophet, Mr. Goldberg shows the influence of the French Parnassians and Symbolists on Spanish-American men of letters. Here he sketches the work of what he justly calls the *Modernista* precursors, and makes clear to the reader that this new school is giving Spanish-America an original literature that cannot be confused with the literature of old Spain. I should like to emphasize, in passing, that of the seven bards analyzed, four come from much-despised Mexico. If only Mr. Average Reader will peruse Mr. Goldberg's books, perhaps he will find out that all Mexicans are not ignorant greasers and brigands. In this chapter Mr. Goldberg shows Hugo and Verlaine as the gods of this twentieth century poetic school and mentions Whitman and Poe among the non-French influences. But let us take no pride in this. We did not introduce these American poets; they reached Spanish-America by way of France, mainly through Baudelaire, and I daresay that the Spanish-American poet and student of letters is more familiar with the French versions of our fellow-countrymen than with the English originals.

With unerring critical judgment, Mr. Goldberg devotes his second fullest chapter to the Peruvian poet, José Santos Chocano, upon whom has fallen the mantle of Darío. He, indeed, has more claim than Darío to the title of poet of Pan-America. For when he sings of the new world he includes North America, the brother, and not the enemy. Furthermore, he is less European and less of the old civilization of Europe than Darío. He represents the fresh, young, vigorous, and exuberant civilization of

America. He is a human exclamation point who, especially in *Alma Amêrica*, sings of himself, the poet of America, and the rivers, forests, and cities of the new world. Mr. Goldberg calls him a "ringing bell, a blasting trumpet," in contrast to Darío, whom he characterizes as a "vibrant lyre." To us Santos Chocano calls to mind Walt Whitman.

Ruben Darío and Santos Chocano are fairly well-known in this country among a small group of Hispanists. Much less is known of Jose Enrique Rodó, the Uruguayan teacher, philosopher, and critic. We are indebted to Mr. Goldberg for a most illuminating and scholarly study of this essayist and critic of the *Modernista* movement. Of this writer, a Spanish critic—and Spaniards have been none too prone to praise Spanish-Americans —says that "he writes the best Spanish in all the globe." Rodó, of the calm and philosophical judicial mind, refers to North Americans as a people with great will to do but who are lacking in culture and refinement. With this tempered judgment a great many of us sadly agree.

In an entirely different spirit are the violent and vitriolic condemnations of Rufino Blanco-Fombona. He has done more than any other Spanish-American man of letters to keep burning the flames of hatred against us. A Venezuelan office-holder under Castro, he has suffered at the hands of the United States, so his pen is steeped in venom. Mr. Goldberg, who refers to him as "poet, critic, novelist, sociologist, and polemist," assigns him a large place in the *Modernista* movement, and his is no doubt an important influence, but his lack of balance, his eternal egoism and his passionate exaggerations vitiate a great deal of his work. Mr. Goldberg, in spite of his praises, admits that it is by his novels, *The Man of Iron* and *The Man of Gold*, that he will be remembered in future generations. But even in them the author so loses his sense of perspective that his characters often degenerate into caricatures.

With these *Studies in Spanish-American Literature*, Mr. Goldberg has added a work of sound erudition, critical insight, and balanced judgment to the small library of American literary criticism. Besides being a keen critic, Mr. Goldberg is a master of English style. Lovers of good literature will welcome his book because the form is worthy of the content. The book will, I am sure, have a profound influence in Spanish America. It will be read there eagerly by men of letters, critics, and students of literature. It will do more to cement cordial relations than a dozen Pan-American conferences. It will prove to Spanish-America that we have discerning critics who are pointing out to us the beauties of their literature. We shall look forward with eager anticipation to the forthcoming volumes on Hispanic American literature promised by Mr. Goldberg.

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The
Modern Language Journal

VOLUME IV MAY, 1920 No. 8

AN EXPERIMENT IN CORRESPONDENCE

By WILHELMINA MOHR

THE students of the Manual Training High School of Denver, Colorado, began to correspond with students in France in January, 1919. Most of them have now exchanged about five or six letters. The results so far are most gratifying and the work is growing more and more interesting and is proving of much value in more ways than one. It is not only interesting but instructive. Through it the pupils are obtaining an intimate knowledge of France, its beautiful scenery, its wonderful centers of art and literature, the customs, ambitions and ideals of its people and in exchange they are giving the French students similar information with regard to the United States.

By giving an account of the work we have done during the past year, I hope to suggest a few of the many possibilities latent in this scheme and some of the results that may be attained. We have been asked many times what led to this work and how we started it. In the fall of 1918, when we organized our classes in the French department, we found that our subject was very popular. Instead of one or two beginning classes, we had to arrange for eight. My pupils in the second year classes entered into their work with new interest, especially in oral work. They had fathers, brothers and friends in France who were learning French, many of whom expressed great regret that they had not learned the language in high school. Their letters were full of interesting information about the people with whom they were so closely associated. The students had a great desire to become

acquainted with these people whose language they were studying; for they now felt that it was a real living language, spoken and written by real living people. This was my golden opportunity to start the work in letter writing for which I had been planning for some time. Early in November I wrote to five professors of English in different parts of France, asking them to find correspondents among their pupils for those whose names I was sending.

When we returned to school on January second after an enforced vacation on account of the epidemic of influenza, I found answers from three of the professors and letters for ten of my students. All the members of the class now became enthusiastic at the prospect of writing to their new friends. Each student read his letter eagerly and translated as much of it as he could. Then he brought his letter to me, asking for help. After this each student took his letter home, studying it carefully and reading it aloud several times so that he might be able to read it to the class.

We set aside Monday for "Letter Day." Several pupils were asked each week to read their letters. We then discussed the idioms, the new words and the unfamiliar expressions. Each student wrote in his note book any new words or expressions which might be useful to him in answering his letter. The last part of the hour was used for a formal lesson on letter writing. After reading his letter, the student was asked to make a copy which he left with me. I have been surprised to see how much French the pupils learned in copying these letters and I have found these copies very useful. Other students were eager to read as many letters as possible beside their own.

The first letters which we received were among the most interesting and were well worth studying as models. These French students showed much good taste and tact in their introductory letters. Their French is so beautiful and so simple. My pupils were delighted to find how much they could understand in reading their letters the first time. The class in which we started this work was small; I think it numbered only twelve girls and five boys. Each member therefore became acquainted with all the French correspondents. When it came to answering the letters, our students were surprised to find how little they could say in French even when trying to express the simplest ideas. We used a part of each Monday's lesson in allowing them to ask for any

help they needed, the whole class assisting in this exercise and everyone taking notes. When the letters were written, they were read or copied on the blackboard, the class criticizing, correcting and making suggestions. They were then revised and handed in as compositions. I neglected to say that half of each letter is written in French and half in English, both by our pupils and by the French pupils. We find the correcting of the French correspondent's English letters a very profitable exercise in English, as well as in French. Each student is asked to point out the errors and explain them. Here is a practical application of English grammar. I have never seen my boys and girls more interested than in this subject. In many of the sentences we traced the French idiom, we compared the spelling of words of similar origin, the punctuation and capitalization, etc. We had asked our correspondents to return our French letters corrected but most of the French students expressed a desire to keep the letters, and sent back corrections on a separate sheet, writing the incorrect sentence on the left side and the correct form with the rule or explanation on the right side, underlining the mistakes and corrections with colored ink. I need not say that the result is far more effective than any correction made by the teacher. Some of our French correspondents are students in Normal schools and show great skill and tact in explaining errors and impressing their points. Each correspondent thus assumes the rôle of instructor as well as that of pupil and feels a helpful sense of responsibility. These sheets with corrections are very useful to us. Each member of the class may profit by them. The corrected sentences are written on the board copied in the proper place in the notebook and used in our grammar lessons later; some of them are memorized and are much more useful than the sentences in our text book. Both French and English grammar is becoming a very live subject in this class as the pupils begin to realize that grammar exists for the sake of the language, and is necessary for the correct use of the language.

The second letters from our new friends were even more charming than the first ones. They brought a photograph of the writer, a picture of the home and the school and picture postals, showing the most important buildings and parks of the town or city and a description of the writer and the members of the family. In the next letter they gave an account of their school life and described

their teachers and classmates. We were all interested in comparing the subjects they were studying with those of our own students, and found that they were almost the same, but that the French students were usually one or two years younger than our own. In one letter a little French girl about fifteen years old, who was in her fourth year of English, described her work in English literature. She was studying Wordsworth, Keats and Shelley. Her teacher is an English lady, who certainly knows how to inspire her pupils. As our students had just studied the same poets in the English department, the correspondence became very lively and the views exchanged were very interesting.

In one letter our students sent little silk flags and gave the history of the American flag and an account of the presentation to our school of an American and a French flag by one of our prominent citizens who had been in France with the Y. M. C. A. In return they received dainty little silk handkerchiefs with the flags of France and of the United States embroidered in one corner and the story of the French flag. Many other souvenirs have been exchanged such as stamps, coins, pressed and painted flowers, designs of new hats and gowns, patterns of lace and samples of the materials of new spring gowns. At present they are exchanging copies of magazines and newspapers. A few weeks ago we received booklets, albums and post cards, depicting scenes of the celebration of the 14th of July and some very interesting descriptions from those who had spent the night on the sidewalks in Paris in order to get a glimpse of the wonderful parade. We are becoming acquainted with French magazines, such as, *L'Illustration*, *les Annales*, *Le Miroir*, *Le Journal de l'Universitê des Annales*, and many newspapers. For their vacation letters the pupils sent descriptions of the 4th of July celebration and the story of the origin of this holiday, accounts of excursions to the mountains or trips to the seashore. The descriptions of French and American holidays and of birthday celebrations of authors give a clearer understanding of the life and customs of each nation. Our students described St. Valentine's day and sent some appropriate valentines which were much appreciated. Sports, games, and superstititions were topics of interest. The students interested in Botany have exchanged many specimens of plants and flowers. One of our girls pressed many of our beautiful wild flowers of the Rocky Mountains and

received in return some pressed flowers from the Alps. Our lovers of music are exchanging folksongs. One of our girls is introducing her correspondent to some American composers and another is arousing great interest in Indian songs and traditions. One of our little French friends sent us a description of an excursion to Mont Blanc and many kodak views which she had taken. As we were just reading "Le Voyage de Monsieur Perrichon," this letter was received with great enthusiasm. Another French girl sent us a beautiful description of Corsica where she had lived for three years. She said in her letter, "My dear Jean, I love you already because you spoke in your letter about springtime and the birds and flowers which I learned to love in Corsica."

These letters also give occasion for informal lessons in geography. We locate each place on a real French map sent to us from Paris, and all the buildings and monuments are located on a plan of Paris that came from the "Bon Marché." We now have correspondents in fifteen different cities and towns in France, in Corsica, in Constantine (Algiers), and one in Morocco. One of the French boys in Algiers sent us a wonderful description of a trip to the Sahara and a boy in southern France delighted us with a vivid picture of a sunset in the French Alps. These students are real lovers of nature. We are also learning much about French authors. After a vacation trip to southern France, a little girl who is an ardent admirer of Daudet, sent us a picture of the author, of the noted wind-mill and of the Pont d'Avignon with the music of the famous song. We shall certainly read Daudet's stories with greater interest this year. Our pupils in Savoy speak to us of Jean Jacques Rousseau and of Lamartine.

The interest and enthusiasm have spread to the homes, where parents and friends welcome the arrival of a letter from France as much as do the students. Many of the parents and older sisters and brothers are again taking up their French which they had neglected. Some even have asked me to find them correspondents. At the close of the school year we had an exhibit of the letters, cards, and souvenirs which gave some idea of the work we had done. The pupils who had been most active in the work spared no efforts to make this exhibit a success, and explained the character and plan of this correspondence work to all who were interested.

The work has been a source of great pleasure to me, although it has taken many hours of outside work. I am corresponding with teachers in seven different schools. We, too, are exchanging many things of interest such as magazines, books, courses of study, samples of the work of our students. This interchange of ideas is most helpful and the information I am receiving is more vital than any I could get from books.

One of the teachers whose letters have been particularly interesting is now in one of our large eastern colleges as exchange professor of French. We are both looking forward to a meeting in this country and hope to renew personally our acquaintance begun by correspondence. Each one of the French professors has entered into the work with great enthusiasm.

Most of the students who began this work left our schools in June. Many of them are continuing their French courses in college. They have all expressed their intention of keeping up their correspondence, for most of them have formed lasting friendships. Several have written me lately and sent copies of their letters. They are trying to interest some of their college friends in the work. These older students on leaving our school select correspondents from one of the lower classes of our school and thus keep in touch with us, and inform us about their work in college French, and give their younger friends some very good advice. One of the girls said in her letter, "Above all do not neglect your irregular verbs and be sure to acquire a good pronunciation."

It can readily be seen that the pupils are thus acquiring an active, every day vocabulary which they have ready for use in oral as well as in written work. This vocabulary is acquired almost unconsciously because of the interest of the student in using it to communicate his ideas to his new friend and because of his meeting these same words again in the letters which come to him from France. He acquires the habit of understanding, and a feeling for the correct order in a sentence and for the French idiom. He takes up his class work with new zest, his grammar is now a friendly guide. He reads with pleasure and with new interest the authors whom his little French friend loves so dearly and whose stories he will discuss with his friend.

The teacher of course must guide and supervise this work, if it is to be a success or of educational value; for the students left to

themselves will soon neglect their correspondence and lose interest after the first few letters have been exchanged. For this reason we have made it a part of the regular school work. Each pupil, whether he is corresponding with a French student or not, writes a letter twice a month for his work in composition. Many of our beginners in French wrote little French letters before they had finished their first semester. One girl began to write to her father who was in France after a few months of study. Her father, too, was studying French in a very different way in France. They corrected each other's mistakes. The father returned a few days ago and is giving his daughter some very vivid pictures of his experiences "over there." She in turn is repeating these stories to her classmates.

I wish to acknowledge our thanks to Miss Clément of the "Bureau d'informations universitaires" and to her secretary for the kind help they have given us in sending us lists of names of French students and for their valuable suggestions. Much of our work is done through the "Correspondance Internationale."

This year we hope to profit by the experience of the past year and to extend our work and make it more helpful and practical. We are now planning to correspond with boys and girls in Stockholm, Sweden and in Geneva, Switzerland. We hope soon to extend the correspondence to English-speaking countries.

If I have succeeded in this article in interesting some of my colleagues who have not yet entered upon this work, I shall be very happy; for I feel very deeply that we can in this way not only increase the interest in the French classes but that we can render a service to our own country and to France and other countries by strengthening the ties that already bind us and by laying a firm foundation for mutual understanding of the aims, ambitions, and ideals of the different countries, so that the coming generation may be better able to solve the new problems that confront the nations. Thus we may help to bring to the world a lasting peace.

SPECIMEN LETTERS

Chambéry, 19 février, 1919

Ma chère Bérénice,

Dimanche j'ai reçu votre gentille lettre et je m' empresse d'y répondre; laissez moi tout d' abord vous féliciter pour votre lettre

française: il n'y a presque pas de fautes, votre style est correcte et vous avez dû beaucoup travailler puisqu' il n'y a qu' une année que vous apprenez le français. Plusieurs de mes amies ont aussi reçu des lettres d' Amérique; nous sommes toutes très heureuses de correspondre avec de jeunes Américaines et nous sommes certaines de devenir de suite de bonnes amies.

Votre photo m'a fait bien plaisir; je suis contente de vous connaître, mais j' espère que vous m' enverrez bientôt une photo où vous serez seule; quant à moi je vous envoie par le même courrier mais dans une enveloppe différente ma photo aussi que plusieurs cartes postales pour vous donner une idée de Chambéry. Vous trouverez une vue de notre école.

A Chambéry, maintenant, il y a beaucoup de soldats américains: les familles françaises leur ouvrent leurs foyers et les accueillent comme des frères.

Dans votre lettre vous me demandez si j'aime la lecture: certes oui, et si maman ne me grondait pas j'aurais toujours un livre entre les mains, mais par contre je n'aime pas beaucoup la couture et le dessin, je préfère la musique, la littérature et la composition française et par-dessus tout l' anglais et l' allemand. Et vous?

Nous avons un professeur de français qui est très, très gentille. Elle s' appelle Miss D.; elle écrit a votre professeur Miss, c'est elle qui m' a donné votre adresse; elle est très jeune et toutes les élèves l' aiment beaucoup. Notre professeur d' anglais est plus vieille, elle nous fait bien travailler. Je l'aime beaucoup. J' apprends le latin dequis 3 ans, et cette étude m' intéresse beaucoup. Dites-moi dans votre prochaine lettre tout ce que vous faites.

Je vous quitte en vous envoyant ma chère petite amie, mes plus affectueux baisers.

Gabrielle.

Chambéry, 1st December 1918

My dear new friend,

By the intermedium of my French teacher I have heard that you ask a correspondant, I should be very pleased to correspond with you. I am sixteen years old, and I learn English for four years, I received the first mark for that subject last session. I live at Chambéry, a little town situated in the Alps mountains not

very far from the Italian frontier, it is a quiet town surrounded by high mountains covered with snow, at this time of the year the weather is very cold, the time for skating on the ice or sliding down hills in a luge (?) is soon coming. I like very much the winter sports and you?

Here the American soldiers are very popular and a great number of the French people learn English, in the schools, the classes are filled.

The day on which the armistice was signed we had a great celebration, the city was decorated with flags of every description and of all the allies nations. The American band played in all the public gardens and the crowd was singing: "The Marseillaise." I suppose that your town would have similar celebrations.

Do you read many books? Tell me what you have read? I like reading very much. I learn English and German but I have only studied German for two years. Do you learn German? Tell me what you learn at school? I learn French, English, mathematics, German, music. Are you a musician? As for me I play the piano. Have you sisters and brothers? I have only one brother, he is eight years old. My name is Gabrielle

If you consent you will write to me both in French and in English. And I will send to you your letters corrected. I will write you also in English and in French and you will send me my letters also corrected. I write you a short letter in French. I must close now as I have homework to make, so good-bye in the meantime and accept my kind regards.

Yours,

Gabrielle

A SHEET OF CORRECTIONS

Voici les fautes que j' ai relevées dans votre lettre.

Vous dites:	
"J' ai passé *très bien* l' été *aux* montagnes."	Nous disons plutôt: J' ai *très bien* passé l' été *dans* les montagnes.
"Mon frère est retourné de France	Mon frère est revenu
Je veux mieux connaître mon	Dites "Je veux mieux connaître

amie parce que je ne *vous* vois pas

J'ai *un* père et *une* mère

mon amie parce que je ne *la* vois pas. "Amie est a là troisième personne du singulier et il faut donc remplacer ce mot par un pronom de la même personne: "*la*"

J'ai *mon* père et *ma* mère

Manual Training High School,
Denver.

FULMINATIONS OF A COLLEGE PROFESSOR, WITH SPECIAL REFERENCE TO SPANISH

(Paper read before the Modern Language section of the New Hampshire State Teachers' Association)

By SAMUEL M. WAXMAN

"THE college professor is from the nature of his calling garrulous," says an American novelist in a recent book. I am inclined to believe that this epigram is true. The professor is so accustomed to hearing himself think aloud in the class room and in social gatherings that he never fears the sound of his own voice. He suffers from what the Spaniards characterize as "el vicio de Pero Grullo." I was invited to talk to you on the *Teaching of Spanish in Our Secondary Schools* and that I thought was the title of the paper I was preparing. But when I finished I discovered to my surprise that I had allowed my pen to run amuck. And so I had to change the title. Now that you have been warned, I shall proceed to fulminate.

It is over a year now that warfare has ceased among most of the great nations of the earth, and we teachers can begin to study the effects produced by the war on education in general and on modern languages in particular. In what ways did the war help; in what ways did it injure youth? To me the greatest educational benefit derived from the war was the acquisition of the English language by many of our foreign-born young men who had but an imperfect knowledge of it before entering the United States army. We teachers of foreign languages are inclined to overlook the value of a common tongue in this vast cosmopolitan country of ours. Yet it is the most powerful assimilating force that we can bring to bear upon our foreign population. The war too has helped large numbers of men physically. It has taught them good hygienic habits; it has taught us teachers that physical education has not yet received its due emphasis in our schools. I discriminate between physical training and athletics.

In these two essentials of elementary education, a knowledge of English and of personal hygiene, we may say that the war has

ameliorated conditions, at least in certain parts of the country. Can we say as much for our higher education? In its larger aspects I fear we cannot. With the exception of certain branches of technical training, a field in which we already excelled, the war has had a tendency to lower our educational standards. We might not have suffered from a loss in technical education, but we could ill afford to lose in general culture, for there we were already weak, and there our losses have been tremendous. It is sad to be forced to confess at this date in the history of civilization that when large groups of men gather, the level of refinement and culture is considerably lowered. Our various uplift organizations did little to counteract the vulgarity and profanity of the average American soldier. Lack of refining home influences brought about a general relaxation of standards. The country had reached a crisis; everything had to be subordinated to one aim—win the war. The niceties of life, the cultural elements, had to go by the board. That relaxation was felt educationally as well as morally. Vigorous, intelligent young men were needed at once. The academic bars were let down. Students in high schools were permitted to graduate before completing the usual requirements. Youths were admitted to college who had no right to be there. The Student Army Training Corps was the greatest educational farce ever perpetrated in this country. Something is wrong with our educational system when eight hundred men who have been assembled to hear something about the glorious history of modern France do everything in their power to drive the speaker from the platform. This speaker was not a closet scholar reading from a manuscript; he was a vigorous talker who succeeded in domineering the men only by brute force, ramming his words down their throats. Men that were lodged, fed, clothed, given a college education, and paid by the government in the bargain, who for three months refused to buy a French text-book, certainly had no place in a college. Our colleges and high schools had not any too high standards before the war. With our own entrance into the field of battle, our higher education received a violent downward push.

No branch of education has been more profoundly disturbed by the war than that of modern languages, and Spanish has suffered more than the others. To my mind it is futile for us to argue that students should study more German in our high schools in prefer-

ence to Spanish. Because if you insist upon German, then you must insist also on Italian. From a cultural point of view Italian is just as important if not more important than German. What we should cease to do is to capitalize Spanish as a utilitarian and commercial asset. We have already an overabundance of Spanish watered stock. We teachers of Spanish should use all the power at our command to stabilize the study and teaching of Spanish, for conditions are extremely chaotic. We have more pupils on our hands now than we can properly take care of. A beginning has been made in the right direction thru reports of committees of the Association of Teachers of Spanish,[1] and of the Modern Language Association of America.[2]

Colleges as well as high schools have suffered from fluctuations in the public mind as to the value of the study of Spanish. At the present moment we are on the crest of the wave of a popular demand for Spanish. This is the fourth impetus towards its study that can be traced in this country during the past twenty years. The first came in 1898 at the close of the Spanish-American war as a result of the acquisition of Porto Rico and the Philippines and the establishment of the protectorate over Cuba. The second came with the building of the Panama Canal which brought a revival of a commercial interest in Spanish-American countries. The third and fourth came with the Great War; the one at the outbreak when the United States was urged to capture the trade of European countries in South America, and the other with our own entrance into the war when the substitution of French and Spanish for German was advocated; French for sentimental reasons, Spanish still with the utilitarian purpose in mind. The popular attitude toward the study of foreign languages might be explained as a little high school girl is said to have done recently. "French is for society, and Spanish is for business," she said. "I shall have to go to work and so I choose Spanish." This is exactly the way most high school students today look upon the relative value of Spanish and French.

Spanish is everywhere synonymous with commercial language. In most commercial high schools it is practically the only foreign

[1] Cf. Report of Committee on Admissions and Correlations, *Hispania*, March, 1919.

[2] Cf. Report of the Committee of Five on a Course of Study in Spanish, Publications, 1918.

language studied. A mere pretense is made at offering courses in French, and German has almost entirely disappeared. It does seem absurd that so keen-witted a people as we are should have so entirely lost its sense of perspective with regard to the value of Spanish as a high school study. True, some students may possibly find use for Spanish in a commercial way. But what a small percentage of the vast multitudes—is it 200,000?—will ever use business Spanish in after life? Why is it that we so rarely hear a plea for commercial Portugese? Yet Brazil is almost as large as all the Spanish-American countries put together; she is our closest friend in Hispanic America, she was our ally during the war, and we carry on a large volume of business with her.

I have used several times the phrase "commercial Spanish." Pray tell me what is commercial Spanish? Is it a species of *lingua franca?* Is it a Hispanic dialect of Esperanto to be used only for bartering purposes? One sees it announced in high school curricula and in college catalogs; one finds it advertised in full page form in the newspapers; it is peddled by itinerant hawkers of lingos who hire the largest halls in our big cities in order to accommodate the vast hordes of dupes; it is taught by correspondence schools, and lastly by little magic pamphlets which in ten lessons teach you "at a glance." *Domino, presto, chango*—watch me closely now—and you will see that instead of speaking English, *Yow jâblow espaniyowl.*

Considerable Spanish had already been taught in our high schools before the war, and now Spanish is a close rival to French in point of numbers of students. It has been frequently stated that French and Spanish being related languages offer the high school pupil a poorly balanced linguistic combination. But why teach two languages? Why teach even one foreign language to every single child in the community? We must all admit that the vast majority of our junior and senior high school students will never have the slightest use for a foreign language, and a smattering of Spanish is not going to help them in after life if they should find a knowledge of it necessary. Most of the students who are now studying elementary French in the extension and evening departments of our large urban universities have studied it previously in a high school. This duplication of work is an economic waste. High schools which offer only a year or

two of Spanish might better abolish it altogether and concentrate on something more useful to the student—English grammar for instance, a study now almost extinct in our primary education.

We will all agree I am sure, no matter what our special linguistic field may be, that culturally French is by far the most important foreign language for the English-speaking student. Thru France, the center of modern civilization, has flowed the current of culture of ancient Greece and Rome. Since the Renaissance it has wrested the leadership from Italy and stands today the unchallenged leader of the civilized world. As between German and Spanish it seems to me that there is little to choose from the point of view of arts and letters. To be sure Spanish lacks that vast library of philosophical and scientific research which German possesses, but how rare is the spectacle of an American high school youth reading in German a work on science or philosophy! Certainly if our best technical schools no longer insist on German, why should we high school and college teachers continue to demand it? Unfortunately most of these arguments in favor of Spanish fall to the ground when we consider how little of the cultural element of Spanish is touched upon in our schools. The masterpieces of Spanish literature are shunned as tho they were a pest. On the other hand, there is so little culture imbibed by the average American student in any field that this side of language instruction might be completely ignored. A young vigorous nation, we have not given a great deal of thought to the aesthetic side of life, and that public attitude is reflected naturally in our schools. The public demands more and more utilitarian courses in its schools, and officials are yielding ground at every point.

To me it seems far more important that our children should learn to speak English correctly than that they should play games in French and Spanish. We certainly cannot take seriously most junior high school programs in foreign languages. The trend of the junior high school curriculum seems to lean toward making courses attractive and pleasant to the student. The whole public school system is based on retaining as many pupils in school as possible. Standards are scandalously lowered so that an arbitrarily fixed percentage of pupils may pass. Our aim seems to be to educate superficially as many students as possible. We have large classes filled with incompetents; the teacher is instructed to do all

the work himself. The result is that many an indolent youth lying on his back refuses to open his mouth to catch the fruit as it falls from the tree of knowledge. "Get-educated-quick" in order that you may "get-rich-quick" is the lure held out to the American student. It seems to me that our superficial education indiscriminately offered to every comer is one of the causes of social unrest in this country today. We are spoiling good farmers and good artisans with false educational theories. A pupil who fritters away his golden opportunity of learning should not be coddled. Let us cease this cult of the incompetent and spend our money and energy in training more thoroly those who show some interest in the higher education. Some of us even in a democracy must perform the humbler tasks of life. I know that this is rank heresy to most of you, but you have the other side constantly dinned into your ears; give heed now and anon to a heretic who is not trying to curry popular favor, either academically or politically.

The congestion in class rooms as a result of our attempt to teach a foreign language to every child in the community is one of the causes of our dismal failure. We have not enough teachers to supply the demand. Spanish was taught none too well in high schools before the war; now conditions are tragic. Successful teachers of German have been transformed overnight into unsuccessful teachers of Spanish. Just think of the large number of such teachers trained in six weeks at a summer school! Think of the many teachers of history or science who have been suddenly called upon to take a section of Spanish!

Of course the inevitable salary question always obtrudes itself in discussions of this kind. Perhaps it is more serious in the modern language field than anywhere else, because the properly equipped teacher of Spanish or of French requires a longer and more expensive period of preparation than any other. But I am not going to lay down for you rules for proper training. You know what the ideal preparation should be; you can read Mr. Wilkins' book on that subject. There is this much to be said however before dismissing the matter. We teachers have chosen our profession because we prefer it to any other which might be better paid; otherwise we should not be teaching. We know that in all times and in all lands, teachers have never grown rich on their salaries. And so when we band together for protection and for

betterment of financial remuneration, let us be very sure that we are worth the price we demand.

Too often teachers prepare themselves for one field and are asked to teach something entirely remote. And teachers' agencies and school authorities do not help matters. An ability to maintain class discipline and the right to affix after one's name a couple of letters of the alphabet (today Y. Z. will do just as well as A. B.) are the main requisites for admission into a high school faculty. More often than not it is a teacher that is sought, not a specialist in Spanish. Young, inexperienced teachers are like utility players on a baseball team; they may be called upon to take any position. It is the small rural high school that suffers most by this shuffling. Many of them are but training schools for inexperienced teachers. The New England Modern Language Association offered some years ago to act as a clearing-house without charge between high school officials and modern language teachers. The latter responded well enough, but the plan failed because of the lack of co-operation on the part of high school principals and superintendents.

Conditions might not be so bad in the teaching of Spanish if all our text-books were more scholarly. One of the most popular Spanish grammars in use today contains a multitude of errors of the most elementary kind. A Spanish colleague of mine used to refer to it as "the mistake-book." This book is attractively bound, it contains maps, pictures, and conversational phrases. The poorly trained teacher or, more often, the school official, ignorant of Spanish but most learned in the modern American science of pseudo-pedagogy, cannot distinguish between pure Castilian and pidgin lingo. There is not the slightest excuse for using poor text-books in Spanish; we have now an abundant supply of manuals for beginners which are scholarly in content as well as sound in methods of presentation. But we have been so blinded of late years by the epidemic of pseudo-directmethoditis that our discriminating powers have been dulled. We complacently delude ourselves into thinking that in four or five periods a week of forty to forty-five minutes duration we can teach students in groups of forty to fifty to speak, as well as read and write, Spanish in a year or two. Furthermore, that paternal and vicious American system of lending text-books kills with its very kindness any incentive for private study during the long vacations and in after life. Some

good results might still be obtained if we insisted on hard, concentrated study on the part of the pupil, but we have so multiplied our short cuts, especially in the junior high schools, that the royal road to Spanish has become completely obliterated. Have we gained by substituting for a sound knowledge of grammar and a slight acquaintance with literature an ability to drone in unison a few phrases and repeat some commercial statistics? Do you really believe that you are teaching pupils to speak Spanish when you hold a book before them asking, "Qué es esto?", and they they reply in concert, "Es un libro?" Is that getting beyond the parrot's linguistic stage of "Polly-want-a-cracker"? Do you honestly believe that you can by any method teach others to speak a language which you yourself cannot speak? Have you ever seriously questioned yourselves on this point, or have you permitted yourselves to be hypnotized by the high priests of the pseudo-direct method? Or perchance are you merely going thru the motions, obeying orders from higher up?

Spanish like French suffers because it enjoys the reputation of being easy. It is true that to the student who has a sound linguistic training, a reading knowledge of Spanish offers no great difficulties. But those of you who have struggled with the racy idiom that is modern Spanish realize how many years of constant patient practise are required before the spoken language can be mastered. You learn only after hard study that a language will not come and eat out of your hand simply because you have sprinkled a little salt on its tail. The acquisition of a speaking knowledge of a language is as much an art as singing. Your mental processes must be doubled and every object that comes within your range of vision must have a linguistic twin. You must be able to think in the foreign tongue in order to be able to speak the foreign tongue.

One reason for our poorly prepared teachers of Spanish is that colleges offer so few practical courses for the training of prospective candidates for teaching. It is becoming more and more the fad to multiply courses in the theory of education. Instead of taking advanced courses in their major study, college students flock into theoretical courses in pedagogy. Another handicap to the American teacher of Spanish is the remoteness of the countries where Spanish is spoken. It should be easier for students to acquire a

spoken knowledge of Spanish than that of French, but conditions in Spanish are just as bad as they are in French. What can the American teacher do to overcome this difficulty? He can associate himself with a Spanish-speaking person or group of persons academically or socially. If that be impossible he can read Spanish. There is certainly no lack of material. On the contrary, one is embarrassed with riches. Spanish authors are most prolific; Lope de Vega himself will keep one supplied for a lifetime, or to be more modern, Blasco Ibáñez will keep a teacher busy for a couple of years. And besides the literature of Spain there is that of the twenty Spanish-American republics. One drawback to the autodidactic teacher of Spanish who finds himself in a rural community is the lack of opportunity to hear Spanish spoken. But if one has been well trained in pronunciation and has taught himself to be a lip reader, it is possible to create a thick Spanish atmosphere. The pronunciation of Spanish being so regular, this method should theoretically be eminently successful. There is not a single exception to the general laws of Spanish phonetics. But in spite of this fact, the pronunciation of the average teacher of Spanish is extremely poor. That is due in some measure to the fact that the study of Spanish phonetics is still in its infancy, and that most treatments of the subject in American text-books are either incomplete or inaccurate. So many contradictory statements are made that the serious student is bewildered. As for Spanish-American pronunciation there is no such thing; there are twenty-odd Spanish-American pronunciations. For the sake of uniformity we must take the Castilian norm.

To improve existing conditions we must begin to reform at the top, otherwise we shall be constantly moving in a vicious circle. A Ph.D. degree and a wooden academic high brow should not be the prime requisites for a teacher of teachers. We must demand more from college professors; we must eliminate the incompetent teacher of Spanish from our high schools; we must insist upon more work on the part of the student; we must substitute sound culture for the "pep" and the "punch" all along the line. But to bring about these reforms we must first educate the public. Ah! There's the rub! In most communities, it is not we teachers who are educating the public; it is the public which is educating us. The outlook for the future is not hopeful. Our present tendency is to

lower our low standards. But there are some of us whom the mountebanks would characterize as mossbacks who will not surrender an inch of ground. And if we should be finally vanquished by the overwhelming avalanche of bolshevist educational theories, let it at least be said of us, "They fought a good fight." *Fulminavi.*

Boston University.

THE REAL KNOWLEDGE OF A FOREIGN COUNTRY

By L. L. STROEBE

(*Continued*)

HISTORY

Next to geography, history is the most important subject to be studied in order to gain an understanding of the foreign country. Half a semester, which means between twenty and twenty-five recitations, is a very short time to master such a complicated subject, and all we can hope to accomplish in this time is to give the students a kind of a frame work, a skeleton of the historical development and a more detailed knowledge of a very few important periods. Great stress should be laid on a short and clear outline. There are about twenty historical events and their dates which the students should commit to memory and it will be the task of the instructor, first to decide which dates are absolutely necessary and then to put them together in such a way that the students can see their inner connection. As a very short outline in the foreign language is needed, the natural thing would seem to have the students study one of the little manuals which are used for that purpose in the schools abroad. However, these books are all written from the point of view of the foreign country and they all presuppose a certain amount of knowledge which our students do not possess and could not be expected to possess. So the instructor will have to work out an outline for his own needs. An attempt at such an outline for German history has been made in Stroebe-Whitney, *Geschichte der deutschen Literatur* (H. Holt, New York), where each period of literature is preceded by an historical introduction. Short manuals of history used in the secondary schools abroad should be used freely by the students as reference books. For French, Lavisse, Ernest, *La deuxieme année d'histoire de France* (Librairie Armand Colin, Paris) can be recommended; for German, Friedrich Neubauer, *Lehrbuch der Geschichte für höhere*

Lehranstalten (Halle); for Spanish, Freyre y Gongora, EE. Rafael, *Compendio de la Historia de la España* (Madrid).

The drawback in regard to all these books is that they are written from the foreign point of view and what we need are books written from the American point of view for the use of American students. There are excellent books of that kind to be found, for instance, Schevill, *The Making of Modern Germany* (A. C. McClurg & Co. Chicago, 1916), is a remarkably well written treatise. In less than 200 pages the author gives a clear outline of the complicated political movement which culminated, as the result of the work of many generations, in the unification of Germany in 1871. In connection with the political story the author sets forth the leading facts of the social evolution of the German people itself. Though the book can not be recommended for class use, as it is written in English, students and instructors will derive great benefit from reading it.

After the students have gained a general view of the historical development of the country they are to study more in detail those periods of history which have been especially important in their influence on literature, art, science and on civilization in general. As the purpose of the whole course is to give the students an understanding of the modern, present day life of the foreign nation, special stress should be laid on modern history, particularly on the events and tendencies of the nineteenth and twentieth century. For this purpose some chapters in the large historical works have to be read and discussed. It is impossible to find in French, German or Spanish any one single book which contains all the information needed by the students, so they will have to have access to three or four different books. This again means a considerable amount of work on the part of the instructor, in order to find chapters that are clear and not too long and too detailed for the limited amount of time the students have at their disposal. For French the following books can be recommended: Ernest Lavisse, *Nouveau Cours d'histoire de France* (2 vols, Librairie Armand Colin, Paris); Albert Malet, *Cours d' histoire de France* (2 vols). Both these books are used a great deal in the French lycées and collèges. Another very readable history with good illustrations is V. Duruy, *Histoire de France* (2 vols.).

Of the many books I have studied and experimented with in German the following three seems to me to contain the information we need in the best form. David Müller, *Geschichte des deutschen Volkes* (Vahlen, Berlin); Karl Biedermann, *Deutsche Volks- und Kulturgeschichte* (Bergmann, Wiesbaden); Herman Stoll, *Geschichtliches Lesebuch* (Boysen, Hamburg). The latter is a compilation from various historical writers and the study of this book is recommended in France by the regulations of 1901 for teachers of German in the French lycées and collèges.

In Spanish, R. Altamira y Crevea, *Historia de España y de la Civilisación Española* (Heredos de Juan Gill, Barcelona) contains the best material not only for history, but for the general development of Spanish civilization. Unfortunately the book does not deal with the nineteenth century, but Altamira's short manual comes down to 1898 (*Historia de la civilización española*, Madrid). An adaptation in English of the larger work of Altamira has been made by Chapman (*A History of Spain*, MacMillan, New York, 1918), which contains some excellent chapters on the development of Spain in the nineteenth and twentieth century.

There is a great need for a short manual of the history of Latin America in the Spanish language. No short and clear compendium has been written so far; at least, I have not been able to find one. The English book which in a very small compass gives the best information about the history and the conditions of the South American republics is William R. Shepard, *Latin America* (H. Holt, New York, 1914). Bryce's *Observations and Impressions of South America* have been translated into Spanish and the last five chapters give a good general survey of the development of the Latin American countries as a whole. There are separate works about the history of the different republics, for instance Vicente F. Lopez, *Manual de la historia Argentina* (A. V. Lopez, Buenos Aires), but they are all too detailed for our purposes. However, the short address of the Bolivian minister, Calderón, can be highly recommended (Ignacio Calderón, *Bolivia, Address delivered by the Bolivian minister under the auspices of the National Geographic Society at Washington, D. C.*, printed in Spanish and English, London, 1907). In not more than twenty pages Calderón, gives an excellent outline of history and geography of Bolivia. It is very well put together and will be found useful reading. The

address might well serve as a model in form and contents for essays and talks on the other South American states. Each student might be assigned one republic, about which he is to collect the data on geography and history and in his talk he might use the expressions and follow the arrangement of material found in Calderón's address.

Needless to say, for the study of South America or any other country, if the students would make their understanding of the historical books clear and their memories of them lasting, they must locate on the map every geographic feature mentioned in the text and must frequently draw maps to show their understanding of the territorial changes in the different centuries.

The use of pictures will be found very helpful in teaching the history of the foreign country. For French and for German, large pictures can be found which are especially prepared as a help in teaching history and which are used for the purpose in the secondary schools of those countries. For French the *Tableaux d'histoire de la civilisation française* (par Ernest Lavisse and A. Parmentier, *Dix tableaux muraux*, accompagnées de notices explicatives, Librairie Armand Colin, Paris) will be found useful; for German Lehmann's *Kulturhistorische Bilder* (F. E. Wachsmuth, Leipzig) can be highly recommended. The German pictures are 36 inches by 26 inches in size and are artistically done in many colors. There are about twenty-five of them, showing different phases of the life of the past.

Not only are school pictures helpful, but paintings of famous historical persons and incidents should be used as much as possible, thus acquainting the students at the same time with the art of the foreign country. France is particularly rich in beautiful historical paintings. The students might become familiar with such paintings as Boucher: *Madame de Pompadour;* Van Loo: *Louis XV;* David: *Coronation of Napoleon I*, and *Death of Marat;* Gros: *Napoleon at Eylau;* Boilly: *The Triumph of Marat;* Prud'hon: *The Empress Josephine;* Delaroche: *Bonaparte on Mount Saint-Bernard* and *The Murder of the Duke of Guise*, and many others. In studying German history the students ought to know Menzel's pictures of the time of Frederick the Great, especially the *Round Table at Sans-Souci*, the *Flute Concert, Frederick on a journey* and the portrait of the king in the three-cornered hat. Then Len-

bach's portraits of *Bismarck* and *William the First* are well worthy of study.

In Spanish, students ought to become familiar with Velasquez' *Prince Balthazar Carlos;* Olivares, *Doña Margarita* and *Doña Maria Teresa of Austria, The Surrender of Breda,* etc.; Pradilla's *Surrender of Granada;* Rosales' *The Will of Isabella the Catholic;* and Sorolla's portraits of the present king and queen will be found interesting.

At the end of the semester different kinds of oral and written tests may be given. Students will have to show that they have a knowledge of the whole material and that they are able to understand and explain quickly historical allusions and terms which occur constantly in reading.

The growth of one dynasty or the growth in importance of one part of the country might be dealt with separately, for instance: 1) Explain the territorial growth of Brandenburg, Prussia, from 800 to 1870; 2) Draw three maps, the first for the time from 800 to 1618, the second one from 1618 to 1800, the third one from 1800 to 1871, and explain in chronological order the reasons and causes for the territorial changes; 3) Explain in a short but clear way the following expressions: Das Heilige Römische Reich deutscher Nation, der Deutsche Bund, der Norddeutsche Bund, das neue deutsche Reich, Junker, Landsknecht, die schwarz-weissen Grenzpfähle, die Reaktion, die Sachsenkaiser, die Könige von Sachsen, das niedersächsische Gebiet.

Whatever has been learned must be combined with the material learned before and the study of history affords the best opportunity for a review in geography. Several longer topics might be assigned which combine these two subjects, for instance: 1) You are planning a summer's trip to France (Germany, Spain) and you are especially interested in places which played an important part in the history of the country. Draw a map, showing your itinerary, give the reasons why you wish to visit these cities and buildings and describe the historical events which happened there; 2) What historical events happened in the part of the country which is today Normandy, Castile, the kingdom of Saxony? 3) Draw a map of Germany showing the proposed new republics and explain in how far they are built up on old historical and racial divisions.

Not only geography, but also art and architecture are closely related to the study of history and review lessons might be planned to combine these two subjects. The most important monuments or the most important historical buildings of one city or of one part of the country might be assembled and explained in the light of history, or a number of representative historical paintings might be grouped together which show important phases in the development of the country.

Most students electing a course in "Realien" are prospective teachers and they are all interested in the question of how much history is to be taught in the high school in connection with the study of modern languages. So the students might work out the very shortest kind of an outline, suitable for high school work. Another good assignment is to make a historical introduction for such books as are frequently used in the high school and which need some historical explanations in order that the students may understand them better. In German it might be an introduction for *Minna von Barnhelm* or for *Höher als die Kirche;* in French it might be for *Mademoiselle de la Seiglière* or *Les Oberlé.*

(*To be continued*)

Vassar College.

Editorial Comment

With this issue, Volume IV of the Journal is completed. The thanks of the Editors are hereby extended to all who have made their task easier by contributing articles, by sending in items of news, by doing reviews of current publications of interest, and by uttering a word of encouragement and congratulation now and then to indicate that our readers are watchful to recognize meritorious effort. Naturally, these compliments should be addressed to the various contributors to the Journal rather than to the Editors, who hereby announce to those who have really made Volume IV, that, so far as the Editors are informed, their efforts are very favorably appreciated by the clientèle of the Journal. The Managing Editor takes pleasure in adding that in his opinion contributions to the Journal have in general a high degree of excellence and appropriateness, and that he has been much embarrassed, especially in the last few months, to choose between a number of articles that demanded prompt publication in space that would not contain half of them. He has been forced to postpone until Volume V the appearance of some excellent material, and begs the authors to believe that it is only the question of priority and weighty editorial reasons that have constrained him to decide thus in regard to these particular articles. He would like to be able to add sixteen or more pages to each issue. Perhaps that will come in time. It is purely a question of cost of manufacture, and this year, with each number costing ten cents for printing alone, and only twelve and a half cents being allotted to the Business Manager for each number from by far the larger number of our subscribers, we have been taking a considerable risk in somewhat enlarging the last few numbers to sixty-four pages. Let each reader who is interested in the Journal see that his name and the names of all his acquaintances in the profession are on the subscription lists, and that fees are paid promptly. It is then that the Editors will dare approach the Business Manager with their hands full of excellent MSS and demand more space in which to print their contributors' articles.

The Managing Editor has made a sincere effort to increase the scope and interest of Notes and News and has been ably seconded in this by the correspondents whose names appear at the head of that department, some of whose reports have been real models of

excellence. Last September he resolved that very soon he would have a correspondent in each state of the union. It is evident how great his failure has been. If the Journal had been his first and only occupation, he might have come nearer succeeding. As it is he has spent a lot of time in fruitless letterwriting. Either there were no answers or there were refusals. However, he is still convinced that in every state there is some one who can and will do just the sort of thing that readers of the Journal demand, and that there is also some one who likes the Journal well enough to betray the identity of this hidden correspondent. Do it at once; as soon as you have read this paragraph, for thus provided, the Journal can start off next fall with a momentum quite different from its gradual recovery of life last autumn after the summer's lethargy. Let our columns reflect all phases of activity and interest in our field in all sections of the country; let each correspondent get all the precise information he can in regard to past and present registration in the various languages, registration as compared with other subjects, current opinion in his region as to the place of the languages in education, the average length of time that the average pupil pursues his French or German or Spanish, the ability he attains, particularly in the case of those who do not continue in college, all valid attempts made to determine capacity and achievement in language learning—all this in addition to the personal and general items that we all like so well. All our correspondents will never carry out the whole program, but if each one does a part, they will supply the Journal with a rarely interesting and valuable body of information.

No doubt many of our readers have been puzzled by the irregularity of the dates on which their copy of the Journal has arrived, and have wondered what the editor's system was, presuming he thought he had one. Now the editor and printer agreed that the Journal should be mailed on the twentieth of each month of publication. Copy was to be in the printer's hands on the fifteenth of the month preceding that of publication, and just thirty-five days later our readers were to be gladdened by knowing that something nice had been sent them. The October issue did not get out until well into November. There was an exchange of vigorous correspondence between the editor and the printer, the latter's reasons being of course excellent, and gradually the schedule got to work. It got off again in March, and as this is being written, the editor is hopeful that the April and May issues will not be over ten days late in getting into the mails. In any case, he has kept his part of the time agreement—and the printer writes such satisfactory letters of apology and explanation that no jury would condemn him. For other vagaries, such as the disappearance of the Business

Manager's name from the March cover, and curious legends that appear and disappear and change, the postoffice authorities are responsible. The Journal has not yet been duly entered and classified. This process nearly prostrated Mr. Busse, and it seems to have grown no more simple since his day. Our printer is struggling with it now. If he succeeds, much will be forgiven him.

If the Managing Editor is allowed to make suggestions to contributors to the Journal, he will urge teachers who are interested in questions of syntax and of literature bearing on problems arising in secondary school and college classes to submit for publication the results of their investigations, for one must investigate just as seriously to reach sound conclusions in these matters as for what is generally called "research." Large numbers of teachers would welcome careful discussions of common linguistic questions, whether of syntax or of idiom, and an equal number would be glad to have interpretive and informative—though not highly specialized—articles on the literatures of Europe, especially as these are connected with the texts actually read in our class rooms. Particularly would they be glad to have from better informed colleagues articles on contemporary thought and literature, so that they may add to their own understanding of the country they are urging their pupils to learn to know. Recent numbers of *Die Neueren Sprachen* contained a very long and exhaustive article on the history of Renan's intellectual relations with Germany. Though such a topic must be of very great interest to thoughtful Germans at the present time, this particular article seemed to the editor over-long and over- specialized for a pedagogical review. However, he could not help wishing that some of the Journal's contributors would submit from time to time something of the sort, from which their native good sense would, of course, lead them to excise all defects due to errors of judgment. The editor has heard more than one favorable comment on a certain recent article dealing with the French subjunctive. Let us continue to discuss questions of method until the best thought of the country has been expressed and tested by experience under various conditions. However, let us not forget that matters of linguistic usage, of understanding of ideas as they are expressed in the literature and history of the peoples whose languages we are teaching, are the basis for all our efforts, and that all the readers of the Journal are far from satisfied that they have reached finality on all the questions that arise therefrom.

Some—a very few—of our readers seem in doubt as to what the attitude of the Journal is toward the many questions connected with the various languages that are discussed in its pages, and

cannot help connecting the various and sundry opinions expressed by our contributors with the views of the Editors. The Editors are very glad that they do not have to establish that connection themselves. They would, for example, have had to do a great deal of straddling to take their stand on the articles of both Mr. Bovée and Mr. Froelicher in the November issue. The pages of the Journal are not closed to expressions of opinion in which the Editors do not share nor to arguments against views they do hold, if, in their estimation, some contribution is thereby made to some phase of our professional activity. They are not desirous of encouraging contributions in which personal or professional acrimony is displayed. Such utterances tend to breed bad feeling and to bring the whole cause into disfavor. They deplore any evidences of ill-feeling between individuals or groups in the profession. At the same time, they are not so comfortable in a smug optimism, nor so devoid of a sense of humor, as to be unwilling to open their ears to the voice of the critic, whether from without or from within, especially if his reasoning have enough wit to keep it sweet. He may argue that our dearest theories are false or that the subjects in which we are most interested are far less important than others taught by our colleagues in or out of the language field. We do not conceive of the Journal as being a place where people may air merely their opinions or their prejudices, but as a forum where any one who has a solid contribution to make to the general subject of the study of the modern foreign languages taught in American schools is sure to find an interested and intelligent audience, whether he is voicing generally accepted doctrine, or whether he is engaged in breaking a few idols. We wish to direct neither a pink tea party nor a Kilkenny cat fight. There is room for much enjoyment and constructive effort in between. If a contributor fairly lays himself open to a rejoinder, the editor is not averse to seeing the fun. But let the spirit of animosity no more prevail to injure our common cause than did the prejudice of the Ulster regiment that charged to the rescue of a sorely punished west coast command, yelling loudly: "To hell with the Pope!"

There is no especial point to this sermon. The Managing Editor is delighted to be able to say sincerely that his blue pencil has rarely been called into activity by anything that has seemed to him personally or professionally indiscreet or objectionable, but after having served a year at reading the manuscripts of others, he may be pardoned for indulging in a few such commonplaces as those contained in the paragraph above.

Query and Answer

All Queries and Answers should be addressed to Thomas E. Oliver, Urbana, Illinois.

QUERIES

9. What "informational" books suited to class reading and dealing with the customs and manners of France, Germany, and Spanish countries are published by American firms?

Much material of this kind has already been found. It will be listed in the near future. The difficulty in such listing is chiefly that of knowing just where to draw the line.

10. Will the JOURNAL *give a brief bibliography of Portugal and of the Portuguese language? The growing importance of Brazil internationally would seem to warrant more attention in this direction.*

12. a) Where can a teacher find definitions and simple explanations of the terms used in text-books on phonetics?

b) Where are to be found the simplest and clearest drawings meant to represent the organs of speech in the production of speech sounds?

c) Is there any book on phonetics that does not assume at the outset that the reader understands some of the technical terms used?

ANSWERS

7. What information is to be had on: a) French actors or companies of actors playing in America in the French language? b) The influence of French drama on American drama?

This is intended to be an answer to a query which appeared in the February issue of *The Modern Language Journal:* What information can be had on French actors or companies playing in America in the French language?

No doubt the inquirer considered the question from the educational point of view. I shall give the information from the same standpoint.

So far no company of French players has toured this country and represented masterpieces of French drama, but now, thanks

to the initiative taken by M. Carlo Liten, the Belgian tragedian, we may hope that a close collaboration between instructors and talented interpreters of French drama will soon be an accomplished fact. After a successful season at the *Théâtre d'Art* in New York, M. Carlo Liten offered his services to different institutions. We were able to secure them and we offered to our students, last February, three well selected French plays: *Polyphème* by Albert Samain, *Le Baiser* by Théodore de Banville, and *Le Caprice* by Alfred de Musset.

With its usual small appropriation it is certain that no French department could face the expenses of such a performance and the financial side of it becomes the most serious question. But from our own experience we are convinced that it is possible, even in a small town, to find a certain number of persons interested in French art and language who will pledge themselves to take a certain number of seats for the performance, thus securing from them the most important part of the expenses, a small charge collected from the students making up the difference. As for us, we applied to the local chapter of the Alliance Française and the interest of this society made the performance possible.

The plays were studied in our advanced classes, a synopsis being given to other classes when a complete study of the plays could not be made. Our students and those of the high school attended the performance; all enjoyed it and we feel that it aroused great interest for the study of French which now helps us to a great extent.

After the performance we had the pleasure of talking with M. Carlo Liten, the originator of these presentations, who told us of his plans for next year. In order to have his program fitted more adequately to our program of studies he will give carefully made selections from French drama; acts from *Andromaque, Le Cid, Britannicus* and the like will be offered to the French departments of American colleges and universities willing to engage his services.

As to the interpretation, nothing better can be desired for educational purposes than Mr. Carlo Liten's performances. His technique, entirely personal with him, is not governed by a worn out tradition nor does it show trace of dangerous innovations; M. Liten knows how to harmonize a strong interpretation with

the best dramatic art. His interpretation is all that an artist and a teacher can desire since it is based on a perfect understanding of the works of the poets. We must add that he is supported by an excellent company of French actors.

We know the deep impression French dramatic literature makes on our students, and we hope that our colleagues will not miss such a precious opportunity.

G. L. MALÉCOT.

Washington and Jefferson College,
Washington, Pa.

8. Will some one list the best class-texts of French, German and Spanish history, the so-called "Historical Readers"?

—Josselyn and Talbot, *Elementary Reader of French History*, Ginn. 73 pages. Maps. 48 cents. Copyright, 1909.

—*Lectures Historiques* (*1610–1815*), edited by Emma Moffett, author of *Récits Historiques* (to 1610). Maps, portraits, chronological tables. xx+262. 60 cents. Heath.

—Fortier, Alcée, *Précis de l'Histoire de France avec des notes explicatives en anglais.* 191 pages. $1. Macmillan.

—Super, O. B., *Readings from French History.* 324 pages. $1. Allyn & Bacon. This book has been deservedly popular. It contains ten selections from leading French historians, each selection treating of a vital epoch in the history of France. No vocabulary.

—Taine, H. A., *L'Ancien Régime*, abridged and edited with Introduction, Notes, and Vocabulary by W. F. Giese. viii+327. Heath. 1906. 70 cents.

—Taine, H. A., *Les Origines de la France Contemporaine.* Edited by J. F. L. Raschen. Introduction, notes, and vocabulary. 272 pages. 60 cents. American Book Co. (1911.)

—Lamartine, *Scènes de la Révolution Française*, from "*Histoire des Girondins*," edited by O. B. Super. vi+193. With vocabulary. Heath. 45 cents.

—Michelet, *Histoire de France*, edited by D. L. Buffum. Introduction, notes, vocabulary. xiii+511. Holt, 1909. $1.24.

—Michelet, *Extraits de l'Histoire de France*, edited by C. H. C. Wright. No vocabulary. vii+130 pages. 40 cents. Heath. 1901.

—Sicard, Ernest, *Easy French History*, edited for school use. 211 pages. Scott, Foresman & Co. (1901).

—Super, O. B., *Histoire de France*, based upon Ducoudray's *Récits d'Histoire de France*. 210 pages of text; no vocabulary. Holt, 1900. 96 cents.

—*Napoléon*. Extracts from Henri Martin, Victor Duruy, *Mémorial de Sainte-Hélène*, Thiers, Chateaubriand, Edgar Quinet, Madame de Rémusat, with a narrative by the editor, Alcée Fortier. 136 pages. Ginn, 1898.

—Lavisse, Ernest, *Histoire de France; cours élémentaire*. vi+247 (196 of text). $1. Heath, 1919. This little book seems to have filled a real want. It has proved popular in classes of beginners.

—Moireau, *La Guerre de l'Indépendance en Amérique*. 59 pages. 36 cents. Ginn, 1897. Since the French had so large a share in the achievement of American independence, this little book does a real service in thus connecting French and American history.

—The book by T. Pettigrew Young, entitled *L'Histoire de France en Thèmes* (Oxford University Press, 1913) is not, as its title might lead one to think, a history reader in French, but a sort of composition book. There are selections from English writers on French history for translation into French. Unfortunately there is no vocabulary to aid the student in what would be a very difficult task without some such help.

—The number of books dealing with some phase of the recent great war is on the increase. Among the best that have thus far appeared are *La France Héroïque*, edited by F. H. Osgood, D. C. Heath, 1919; *Carnet de Campagne d'un Officier Français*, by Lieutenant René Nicolas, edited by Edward Manley, Benj. H. Sanborn & Co., 1919; *Sous les Armes* with introduction, notes and vocabulary by Marcel Moraud, Henry Holt, 1918; *Scènes et Récits de la Grande Guerre (1914–1918)* with exercises, notes and vocabulary by Régis Michaud, Heath, 1920.

—In the above connection special mention should be made of an admirable reader dealing with Belgium and entitled *La Belgique Triomphante. Ses Luttes, ses Souffrances, sa Liberté*, by l'Abbé Joseph Larsimont, Assistant Director of the

Bureau Belge of New York. World Book Company, 1919. x+311 pages. This reader is largely historical in its material and is most attractively printed and illustrated. Surely we can no longer continue to forget the important rôle that Belgium has played in the development and defense of Gallic civilization.

In Spanish the supply of history readers is less large than in French. The following have come to our notice:

—*Trozos de Historia*, edited by Forrest Eugene Spencer. ix+210 pages. Ginn, 1919. 80 cents. A wise selection of the leading events in the history of Spain and of South America. The book is illustrated and is well equipped with notes and vocabulary.

—*Spanish Reader of South American History*, edited with notes, exercises, and vocabulary by Edward Watson Supple. xii+375 pages. Illustrated. $1. Macmillan, 1917.

—*Historia de Latin America*, by E. Santibañez. Illustrated. $1.35. Appleton, 1919.

—Quintana, *Vasco Nûñez de Balboa*, edited with introduction, notes, and vocabulary by George C. Brownell. 112 pages. 90 cents. Ginn. Copyright, 1914.

In German the number of historical readers is large:

—Schiller, *Gustav Adolf in Deutschland*, edited by Dr. William Bernhardt. 151 pages. Notes and vocabulary. 45 cents. American Book Co. This treats of the Swedish Period of the Thirty Years War.

—Another selection from Schiller's historical writings is published by Heath under the title: *Geschichte des dreissigjaehrigen Krieges*. This is the third book of the famous history. It is edited with notes by C. W. Prettyman. xv+170 pages. 40 cents. Holt also has two editions of this classic, both edited by A. H. Palmer. One sells for 50 cents and the other for 80 cents.

—Ranke, *Kaiserwahl Karls V*, edited by Hermann Schoenfeld. 94 pages. Introduction and notes. 35 cents. American Book Co.

—Freytag, Gustav, *Karl der Grosse, Aus dem Klosterleben im zehnten Jahrhundert.* Two essays from Freytag's *Bilder aus der deutschen Vergangenheit.* Edited by A. B. Nichols, with vocabulary by E. H. P. Grossman. xix+209 pages. 80 cents. Holt, 1911. Another edition without the vocabulary has a third essay, *Aus den Kreuzzügen.* xix+200 pages. Holt, 1893. 80 cents.

—Becker, *Friedrich der Grosse,* with an historical sketch of the rise of Prussia and of the times of Frederick the Great, edited by Dr. C. A. Buchheim. xxxii+176 pages of which 112 are text. Fourth edition. Oxford University Press.

—Freytag, Gustav, *Aus dem Staat Friedrichs des Grossen.* Based on the edition by Herman Hager, vi+109. 35 cents. Heath.

—Freytag, Gustav, *Aus dem Jahrhundert des grossen Krieges.* Deals with the life and times of the Thirty Years War. Edited by L. A. Rhoades. x+158 pages. 40 cents. Heath.

—Von Sybel, *Die Erhebung Europas gegen Napoleon I,* edited by A. B. Nichols. 126 pages. 60 cents. Ginn.

—Luther, Martin, *Auswahl aus deutschen Schriften,* edited by W. H. Carruth. lxxxii+362 pages. $1.12. Ginn.

—Freytag, Gustav, *Doktor Luther,* edited with introduction and notes by Frank P. Goodrich. xv+177 pages. 72 cents. Ginn.

—*German Historical Prose,* selected and edited with notes by Hermann Schoenfeld. 213 pages. 80 cents. Holt, 1895.

—*Erzählungen aus der deutschen Geschichte.* Für Schule und Haus. Nach den besten Quellen bearbeitet und zusammengestellt von Joseph Schrakamp. With tables and English notes. viii+286 pages. 90 cents. Holt, 1888.

—Biedermann, Karl, *Deutsche Bildungszustände im 18. Jahrhundert,* edited by John A. Walz. xix+205 pages. 75 cents. Holt, 1904.

—Of an autobiographical nature with interesting historical background are Goethe's *Dichtung und Wahrheit,* published in abbreviated editions by Holt, the Oxford University Press, Heath, and others. Of similar historical interest is *Mein Leben* by Seume (1763–1810), edited by J. Henry Senger and published by Ginn (136 pages; 60 cents).

11. Will someone suggest a working library for use in connection with the proposed exchange of letters between French and American secondary school pupils under the George Peabody Foundation for International Educational Correspondence? Also a like apparatus for correspondence between American and Spanish-speaking pupils?

As far as we know, there is no adequate composition manual for either French or Spanish based primarily upon the idea of cultivating an epistolary style. Most French manuals take us to Paris, or to France as a whole, on an imaginary journey; most Spanish manuals are commercial in character. There is surely room for manuals of letter writing that would avoid the stiltedness of too great an effort at "style," and yet not deal with dull commonplaces.

Such a book could give in an attractive way the information about the foreign country which is found in the average "journey" composition book. We are pleased to note in a recent publication by Heath, *Scènes et Récits de la Grande Guerre (1914–1918)* that the editor, Régis Michaud, has used the epistolary method of presenting his material. The result is highly satisfactory and interesting. The letters are sprightly and have every appearance of actuality. Such should be the qualities of the epistolary composition manual that we trust will soon appear.

There are, to be sure, in many composition books a certain number of pages of an epistolary character. Perhaps the most complete in this respect is the *Selections for French Composition* by C. H. Grandgent (Heath) where Part V (pp. 53–68), is devoted to "Letters." Similarly the valuable *Vade Mecum du Profess ur de Français* by G. N. Tricoche (published by the author at Park Place, Morristown, N. J.), pp. 45–66, gives many essential details for correct letter writing. On the Spanish side, the *Manual de Correspondencia* by Fuentes and Elías (Macmillan, 1918) devotes pp. 7–32 to *Cartas Particulares* and pp. 101–110 to exercises based thereon.

The ideal epistolary composition manual that we have in mind would make large use of idiomatic and colloquial expressions. There should be in the reference library of the school that uses a book of this character as large a collection of books containing

idiomatic expressions as possible. We suggest the following list as a nucleus:

—Blanchard, *Progressive French Idioms*, Heath, 1910. 65 cents.

—Méras, *French Verbs and Verbal Idioms in Speech*, Sturgis & Walton Co. 1909.

—Hennequin, *Practical Lessons in Idiomatic French*, American Book Co. (1881).

—Chardenal, *French Exercises for Advanced Pupils*, Cambridge Charles W. Sever); Boston (John Allyn), 1879. While this book is quite ancient in method and exercises, it still has great value in the large *Index to Idiomatical Verbs* that occupies pages 187–320. This is a veritable mine of colloquial speech.

—Billaudeau, A. G., *Collection of French Idioms, Sayings, and Proverbs with their English Equivalents and Meanings*, New York (G. E. Stechert), $2.50.

—Marchand, *Four Thousand French Idioms and Proverbs*, New York (Brentano).

Plan, Ph. and Roget, F. F., *Selections of French Idioms*. Published in London. Imported by Macmillan. Latest reprint 1909. 243 pages. $1. The idioms are explained by synonymous French phrases and not by the equivalent English idioms.

—Becker and Mora, *Spanish Idioms with their English Equivalents, embracing ten thousand phrases*. Boston (Ginn & Co.), 1887. $2.25.

The above is only a suggestion for material. We trust that our correspondents may interest themselves further in the problems involved, so that a still fuller answer to the query may be forthcoming.

Notes and News

The Executive Council of the National Federation of Modern Language Teachers met at Columbus on March 30 during the meeting of the M. L. A. Vice-President Olmsted presided in the absence of President Snow. On the basis of a report from the Business Manager of the Journal it was voted to fix the subscription price for members of the association at two dollars which will include the membership fee, in cases where this is fifty cents, which sum will be devoted as at present to the necessary expenses of the regional associations. Subscribers not members of any of the associations contributing directly to the support of the Journal will send two dollars directly to the Business Manager (E. L. C. Morse, 7650 Saginaw Ave., Chicago). The Council took this step with regret, but the necessity for it was so evident that the proposal was approved unanimously.

The Council shared the belief expressed by others that the Journal should be discontinued to those subscribers who allow a year to elapse without paying their indebtedness. Every copy that is sent out and not paid for adds to the work of the printer and Business Manager, and lays a tax on the Journal's resources. This is true, of course, in case of subscribers who have moved without sending in their new address, and of those who wish to discontinue, but do not notify the Business Manager. As the Journal is not run for profit and as those who do the necessary work on it are thus making no small contribution to the cause of modern language teaching, all its readers should feel bound to give what aid they can, and it would be no small aid if the Business Manager could always know that the issues are properly addressed and duly reaching the subscribers, and that each name on his address list represents a definite and active contribution to the Journal's resources.

The Business Manager wishes to announce that beginning with Oct. 1920, single copies of the Journal may be had at thirty cents each.

The union meeting of the M. L. A. at Columbus, Ohio on March 29, 30, 31, was largely attended, especially by members from west of the Alleghenies. There were delegations from the state universities of Indiana, Illinois, Iowa, Wisconsin, Minnesota, Texas, Arkansas, Tennessee, and from nearly all the colleges.

Professor Moraud represented Toronto and Dean Butler, Sophie Newcomb College of New Orleans. The President, E. C. Armstrong of Princeton, delivered an able address entitled "Taking Counsel with Candide," in which he pointed out the tasks before American scholars and before the M. L. A. in particular. He referred to the fact that the teaching interests of the profession have now an especial guardian and champion in the National Federation, and an especial organ in the MODERN LANGUAGE JOURNAL, and that the M. L. A. might well therefore narrow somewhat but greatly intensify its activities, but that most of all we should heed the "everlasting yes" contained in Candide's words "il faut cultiver notre jardin."

Professor John M. Manly of Chicago was elected president for the ensuing term and Professor Carleton Brown of Minnesota was chosen Secretary-Treasurer, vice Professor W. G. Howard, resigned. For the Central Division, Professor B. J. Vos was re-elected to the chairmanship and Professor B. E. Young was continued as secretary. The next place of meeting for the eastern and for the central group was not announced.

Considerable interest was aroused by the successful fight against simplified spelling. It was voted that the usual orthography shall hereafter prevail in the publications of the M. L. A.

Two committee reports of great interest to all modern language teachers were made at this meeting. One of the committees represented the M. L. A. of America, the other the National Federation of Modern Language Teachers. These committees had been in existence for a good many months. Their purpose was to set forth in brief form certain basic principles representative of the best obtainable thought in America as to just what our modern language problem is today and how we may best proceed toward a solution. The text of these resolutions follows, that of the M. L. A. being given first.

RESOLUTIONS OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA

WHEREAS the results of the war have brought this country more closely into relation with foreign countries than was previously the case, be it resolved:

(1) THAT, in view of the fact that many more Americans than hitherto will go to foreign countries in diplomatic service, in commercial enterprises, and on economic, scientific, educational, and other missions, that many more foreigners than hitherto will come here on similar errands, and that international correspondence on such matters will assume greatly increased proportions, it is urgently desirable that a much larger number of Americans than

hitherto be trained to understand and to use the languages of the foreign countries with which we shall be most closely associated;

(2) THAT, in view of the fact that the men and women of America should henceforth seriously endeavor to understand the psychology, the problems and the achievement of the main foreign peoples, it is urgently desirable that a large proportion of high school and college students should secure such a knowledge of the main foreign languages as will enable them to gain this understanding; and

(3) THAT the study of modern foreign languages should in general be begun earlier and continued longer than is now usually the case; that is, that the average student whose course is to end with the high school should study one foreign language for at least three years, and that the average student whose course continues into college should have at least three years of modern foreign language work in high school and at least three years more in college.

H. H. Bender
R. H. Fife
E. C. Hills
B. E. Young
E. H. Wilkins, chairman.

RESOLUTIONS OF THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS

In view of a widely recognized need of post-war reconstruction, and after full deliberation, The National Federation of Modern Language Teachers puts forth the following recommendations and guiding principles with regard to the teaching of modern foreign languages in the secondary schools.

1. More stress should be laid on the practical value of modern languages than before the war and curricula should be arranged with this consideration in view, whether the pupil is to pursue the study for one year or six.

2. Practical value includes the discipline which comes from forming good habits of study, as well as preparation for the activities of life, and all of the direct and indirect benefits of education.

3. It is now generally admitted that a knowledge of the life and thought of foreign nations is more desirable than ever.

4. Speaking ability is more necessary than before the war; therefore the modern language course in the secondary schools must be lengthened and be made more effective.

5. Moreover such thoro courses in the secondary schools are requisite to provide competent modern language teachers.

6. In the preparation for effective teaching of modern language, travel and study abroad are essential. School boards should there-

fore encourage teachers to secure this training by making suitable financial provision, such as a bonus for the returning teacher or leave of absence on half-pay.

7. Modern language teachers should be licensed by subject, not by blanket certificate as at present.

8. Teachers who cannot be certified to do the oral work should be allowed to teach reading courses only.

9. In regular courses the procedure should be analogous to the Reform Method, combining the advantages of the direct and indirect methods.

10. Provision should be made for individual differences in the ability of pupils by assigning extra tasks to the more capable, and by providing special sections for those who have had one or more modern languages or who show uncommon linguistic ability.

11. For the satisfactory conduct of the class as a whole, as well as for their own good, pupils should be tested out early in the course, if not before they enter, and if found deficient in oral ability should be enrolled in reading courses.

12. The modern languages offered in secondary schools should be French, German and Spanish, the selection of the first language to depend on local conditions.

13. For pupils specializing in modern languages the course should be one of four to six years for the first language taken and of two to four years for the second, with at least two years between starting points. All other pupils should take not less than three years.

14. Less modern language is now being studied than before the war. To remedy this situation we urge (a) that the quality of modern language teaching should be improved, (b) that all modern language teachers should feel their cause to be a common one, and should recognize that a division into separate language camps is particularly deplorable.

15. Supervised study is highly desirable, expecially in the early stages of the course.

16. It is pedagogically desirable that as a rule, language instruction in secondary schools be given by teachers who have received their education in America.

17. The movement toward closer correlation of high school studies is commendable, especially between the modern languages themselves, and between these subjects and English, History and Latin. Syllabi should be prepared to facilitate such correlation.

18. In conclusion, we wish to emphasize the following points: (a) While the value of modern language study has always been great it is bound to increase in importance with the entry of our country into more intimate political, commercial, and intellectual relations with the other countries of the world. (b) Neither speaking ability nor mastery of a foreign language can be achieved

except by a longer and more thoro course than is now given in American high schools. (c) As a secondary school discipline foreign language commends itself by its cumulative value requiring consistency of method and continuity of study, rendering it equal in this regard to any, and superior to most other subjects of the high school curriculum.

Committee	E. W. BAGSTER-COLLINS	B. Q. MORGAN
	A. COLEMAN	W. R. PRICE
	W. A. COOPER	C. M. PURIN
	ANNE DUNSTER	B. F. SCHOPPELLE
	CHARLOTTE C. HUGHES	W. B. SNOW
	E. S. INGRAHAM	MARIAN P. WHITNEY
	K. MCKENZIE	C. H. HANDSCHIN, *Chairman.*

Professor Skillings of Middlebury College has been sent to Germany under the auspices of the English and American Society of Friends to arrange for establishing one or more centers in that country where English and American books may be made available to German students and scholars. At present German institutions can not buy publications in America or in England, because of their reduced incomes and the prohibitive rate of exchange, and this is a practical move toward ameliorating the situation in a modest way.

Professor C. H. Handschin of Miami University has been appointed special collaborator in language testing for the Bureau of Education.

Modern Languages for March contains a suggestive article by G. F. Bridge entitled "Literature and International Understanding." He sustains cleverly the interesting paradox that, after all, the literary productions of a people do not reveal its character to anything like the degree we unreflectingly assume. He maintains that while Balzac may rank with the "best" in French literature, he does not make one love France, that one can learn more of Spain and the Spaniard from Ford and Borrow than from the *Quijote*, that the foreigner who accepts Mr. Pecksniff and Sam Weller as typical Englishmen is sadly mistaken. He points out that woman has a more idealized rôle in German literature than in that of France, but that women have played a larger part in French history and life than in that of Germany. He contends that one must supplement and check up judgments based on imaginative literature by those formed after study of history and gained from personal intercourse or from one's own countrymen who have had long and intelligent contacts with the foreign people. Great literary artists, he maintains, are universal, and therefore the qualities for which we read them are not national but human.

Three new professorial Chairs in modern languages have been founded at Cambridge. Mr. Thomas Okey has been appointed professor of Italian, Mr. O. H. Prior of Rugby has been made professor of French, and F. A. Kirkpatrick has become Reader of Spanish. The University has also received the bequest of a small but valuable Italian library from the late Wm. Heywood, bearing on the history of Umbria.

A letter in the same journal tells of Dr. Max Walter, who has lost entirely the sight of his right eye and mourns also the death of his son, killed in an air battle. He has had to give up all social engagements in order to conserve his strength for his school duties. Those who saw and heard Dr. Walter during his visit to America about nine years ago, can hardly picture as *invalide* that sturdy body and energetic spirit.

Dr. Louis Baker, head of the French department of Lawrence College, Wis., has been granted a year's leave of absence and will leave shortly after the close of the school year for France where he will spend several months in research work.

Teachers of the classics and of modern languages will before many years come to see that their interests are more closely related than has been generally recognized in the past. The classics have borne the brunt of an attack that is more and more being directed against all language study, as being time-wasting and impractical. If the classics, with their rich cultural and intellectual contribution to a genuine "education," are finally thrown out of the curriculum, let us exponents of modern tongues not think that we can long hold our ground on the plea that we are teaching travelers to hire a hack in Paris, or American business men to pick up trade in South America. Language study can retain its justly privileged position in our higher institutions of learning only in so far as it can claim to give the youth of the land something which is not simply "practical," and which is therefore of infinitely greater value. To this extent our cause is identical with that of our classical colleagues. With these considerations in mind, your correspondent reads with something akin to regret of the recent formation of the Wisconsin Classical Association at Madison. Not that he would grudge the classicists the benefits that they may derive from closer fellowship and interchange of experience; but he feels that teachers of ancient and modern languages might with more advantage come together under the auspices of a general language association.

The Wisconsin Association of Modern Foreign Language Teachers met April 30 and May 1 in the Wisconsin High School at Madison. The opening address by President C. M. Purin was followed by articles entitled "Language and Living" by

Professor Grant Showerman of Wisconsin and "Directed Studying" by Mr. H. L. Miller, Wisconsin H. S. At the section meetings on Saturday there were papers before the French group by Mr. W. A. Scott of Beloit H. S. and Professor C. E. Miller of Wisconsin; before the German group by Professors A. R. Hohlfeld, Chas. M. Purin, Mr. Max Griebsch, Misses Marcele Schirmer and Elizabeth Rossberg-Leipnitz; before the Spanish group by Professor Joaquin Ortega. The Association has now about seventy-nine members who have paid their dues!

From present indications, the foreign language situation in Wisconsin next year will not be substantially different from that of the current year. Speaking in general terms, it may probably be said that Spanish has about reached its peak, and that schools which have not already introduced it are not likely to do so in future. French has now become the leading modern foreign language in the schools of the state, and will doubtless maintain that position for many years to come. German remains an unknown quantity in the language equation, and its future cannot be predicted with any certainty. There are indications, however, that the war hysteria which caused it to be thrown out so widely and in many cases so unceremoniously, is subsiding, and at least two school boards have voted to restore it to the curriculum, while the matter is under debate in some other communities. Latin, finally, has made decided gains in the past two or three years, and some observers feel that it will even continue to grow for a while.

Thus there is hope of recovering some of the ground that has been lost during the war years (see the survey of the Wisconsin situation in the Journal for March). But it may be doubted whether we shall regain all of it. For a number of years past there has been a marked drift toward vocational courses, particularly in agriculture, the more so that the state subsidizes such courses. Language will have to overcome a considerable handicap to effect re-entrance into the smaller schools, which would either have to renounce their state subsidies, or put in language as an additional elective, thus increasing the cost of the school.

In conclusion, the remark of one of the school inspectors may be of interest. "Latin is gaining strength," he said, "where there are good Latin teachers. If the university wants to promote the study of Latin, it cannot do it better than by sending out good teachers."

Modern Language instruction in Arkansas is gaining ground. Judging from the attendance and interest shown at the State Teachers' Associations of the past five years, the teaching of the foreign modern languages is on a much firmer basis than ever before. French and Spanish have been regarded as luxuries rather than as

necessities in High School education. But recent investigations show quite an improvement.

There are one hundred and fifty High Schools in Arkansas in which foreign languages are taught. Latin only is taught in one hundred and ten High Schools; the modern languages in forty. Latin and French are taught in twenty-nine schools, French alone in six, Spanish and Latin in two, and Latin, French and Spanish in three High Schools of the state.

The State University, of course, and the leading Colleges offer instruction in both ancient and modern languages, including German, French and Spanish. German was dropped from the high school two years ago.

In answer to letters of inquiry, I find that the interest in French and Spanish is excellent. Several schools express a hope of adding Spanish to the course next year. Where Spanish is taught, there is great interest, and the teachers are sparing no efforts to make the work interesting.

In Arkansas as in other states, the study of French has received great impetus because of the war. There is every reason for increased interest in French. Never has such an opportunity been offered for the study of *Realien*. Returned soldiers, lecturers and war-workers repeat the names of French cities until they have become household words, pronounced as easily as our own. Letters from war orphans, post cards, newspapers, books, to say nothing of the French people who have been welcomed to our country, furnish a wonderful wealth of material for practical knowledge such as we have never before had at our command. Enrollment in the French classes has doubled in many schools. Our pupils are more than eager to use the language in correspondence, in conversation especially, and in reading. We are beginning to realize that French is well-nigh a universal language. Most of all, we are beginning to realize more than ever the value of French as a part of education.

The teachers of the state have sent most cordial replies to my letters of inquiry. They are glad to have a part in this work of the Journal. There is a more definite spirit of co-operation, stimulated very largely by the interest in "Notes and News." The exchange of opinion and of information is proving most helpful.

Arkansas is meeting the problem of teachers' salaries in the proper spirit. There is a definite increase in nearly all the leading cities. A very substantial increase has also been granted the professors and instructors of the State University.

The following bits of verse in French have been forwarded to the Journal by a correspondent. Such ingenuousness must disarm any sentinel of Parnassus or the most fiery zealot for *la Grammaire des grammaires*.

Une Chanson d'Amour

Comme une grande perle blanche dans une
mer bleue
Il fait clair de lune, et les jolies fleurs
Dorment; comme l'oiseau qui chante dans la nuit,
Je chante de mon cher, et crie à lui,
"La nuit est claire,
Mon ami, mon cher,
Revenez, revenez à moi.
—Tous les jours, disent les fleurs,
Je tiens votre coeur,
Et vous avez ma foi."

Par les montagnes bleues qui se lèvent
dans l'air,
Le jour retourne, si beau et si clair,
Il fait du soleil, mais encore je crie,
Et chante toujours à mon ami,
"Le jour est clair,
Mon ami, mon cher,
Revenez, revenez à moi,
—Tous les jours, disent les fleurs,
Je tiens votre coeur,
Et vous avez ma foi."

1776—1917

Quand l'Amérique était très jeune,
Et battait pour sa vie,
La France est venue par l'ocean,
Elle seule notre seule amie.

Ainsi elle nous aidait toujours,
Jusqu' à ce que la guerre
Etait finie—et elle encore
Restait une amie—chère.

Nous ne pouvons l'oublier,
Nous répondons à son cri,
En disant volontiers,
"Lafayette, nous voici."

Vraiment, nous voulons toujours
Tenir l'amitié;
Ainsi vous voyez le dessein
De notre Cercle Français.

Original poems written by Dorothy Grace Beck,
Sophomore French Class,
Fort Smith (Arkansas) High School

At the State Teachers' Association of South Dakota, the Modern Language Teachers' Round Table met and listened to a paper by Prof. E. M. Greene of the University of South Dakota on the "Acquisition of a Vocabulary" in modern languages. After an informal discussion of the paper the following were elected as officers of the Round Table for the coming year: Prof. George Smith, University of So. Dak., Chairman; Miss Hazel Ulrey, Public Schools, Pierre, So. Dak., Secretary; Miss Ella Randall, Public Schools, Vienna, Librarian.

The French Club held its first meeting at the University in January, a meeting full of promise for a successful year. The address of the next meeting will be given by Prof. Searles of the University of Minnesota and Mlles. Bernet and Cornier, the University scholars from France, will contribute to the program a dialogue and will sing some French songs.

The French Department of the University is attempting to help interpret France to America through distributing literature sent to it by the French High Commission in New York, by securing City Chairmen for the International Correspondence movement throughout the state and in other ways.

Two years ago the State Council of Defense put a ban on the teaching of German anywhere in the state of South Dakota. I hoped to be able to find out how far German had come back since the ban was lifted, but I know of the conditions in three institutions only. At the University the enrollment in French is 225; in Spanish 100. No German is taught at present.

At Huron College 89 are enrolled in Romance languages, the elementary class in Spanish being almost as large as the two sections of elementary French taken together. No German is taught. At Yankton College the enrollment in French classes is 87. There is one class in German (third year) consisting of four students.

I read on page 145, No. 3, Vol. IV., of the *Modern Language Journal* that data on the registration in modern languages were hard to get. A visit to the registrar's office convinced me that you were more than right. The enclosed sheet is all that I could produce after spending most of the day. It is very incomplete and not offered as conclusive but interesting. First, it seems to go counter to the assumption that geography has little or nothing to do with the study of languages. Second, it seems to indicate that, for the present, we at Arizona are getting our share of the students. Third, it indicates a falling off in the elementary classes after the discontinuance of the S. A. T. C. We re-opened Jan. 1 as the 1st semester and dragged on a little longer into the summer to complete the full college year. Personally, I didn't participate in that session, being fortunate enough to be teaching English for

the Foyer du Soldat at the Ecole d 'Artillerie at Fontainebleau. Fourth, it shows that the majority of the energy of the teaching staff is spent on the first two years. This I believe to be true the country over.

While Spanish has, even omitting the evening classes in Spanish, outrun the French in the 1st year, the discrepancy between 2d and 3d year is less noticeable in French.

I am rather inclined to agree with your correspondent, who, on pp. 138–139, refers to the modern language department as the "department of lame ducks." I found, in my classes at the summer sessions of the University of Colorado in 1917 and 1918, a great many teachers of German and Latin who were planning to teach Spanish or French after six weeks in the summer school. These teachers were not, with one exception, from Colorado but from practically all of the neighboring states.

Does the University of Illinois know what it costs per annum per student to teach French and whether it doesn't cost more per student in Chemistry?

I tell them out here, that if I am asked to teach 3 hours of Spanish, 10 hours beginning French, 2 hours French Composition and 2 hours Old French, it means they do not expect as good results from the French department as they do from the department of English Composition where 11 hours only are required of the teacher.

It is believed that no names in the table shown on the next page have been repeated except in the Spanish enrollments of 1919–1920. A number of students are taking more than one of the second year courses and above the second year some students attend as many as three courses in Spanish.

All high schools in Arizona teach Spanish. This accounts for the large enrollment in second year Spanish. There is no means of telling what per cent of our own beginners continue the study of Spanish. A number of the students in the Spanish classes above the second year are students whose native tongue is Spanish, or who have had three or four years of Spanish in high schools. Three to six students come annually to the university with some training in French. The number appears to be increasing slightly, due to the very recent introduction of French in the public high school.

Most of the students in the 3d and 4th year classes are girls. The fact that this state offers more opportunity to teach Spanish in the high school, accounts in part for a greater number of students in the advanced Spanish courses. However, this year an introductory course in both Old French and Old Spanish is called for,—the Old Spanish alone being given in the past.

MARK SKIDMORE

PARTIAL STATISTICS ON MODERN LANGUAGE ENROLLMENT
UNIVERSITY OF ARIZONA

1st Semester 1917–1918	1st Semester 1918–1919	1st Semester 1919–1920
Regular enrollments in the University...440	Regular enrollments in the University...650	Regular enrollments in the University.714
ENROLLMENTS IN:		
German	*German*	*German*
1st year..... 6	1st year.....0	1st year.....13
2nd year.....11	2nd year.....0	2nd year..... 0
Above 2nd year..... 5	Above 2nd year.....0	Above 2nd year..... 0
Total.....22	Total.....0	Total.....13
French	*French*	*French*
1st year.....60	1st year.....39	1st year..... 81
2nd year.....12	2nd year.....18	2nd year..... 31
Above 2nd year.....11	Above 2nd year....20	Above 2nd year.... 21
Total.....83	Total.....77	Total.....133
Spanish	*Spanish*	*Spanish*
1st year..... 70	1st year..... 64	1st year.....116
2nd year..... 60	2nd year.....102	2nd year.....147
Above 2nd year.... 25	Above 2nd year... 45	Above 2nd year.... 73
Total..... 155	Total.....211	Total.....336

Waterville, Maine has a French Club which generally meets twice a term and gives programs of a simple nature. It gave recently a program on Alsace-Lorraine, This club supports two French orphans by each member paying dues of ten cents per month for the nine school months.

Last spring the club dramatized "Mon Oncle et Mon Curé" and gave it on the school lawn.

It also gave a dramatization of "Les Trois Ours" and "Les Quatre Saisons." These are very effective for short sketches and interest every one whether French or English.

There are a great many French speaking pupils in the High School who have studied French some before entering. When they enter classes with those who have studied French none, a great deal of difficulty arises in making the work interesting to all. The department is trying to solve the difficulty by giving to the *English speaking* pupils an elementary course in French conversation.

This is a direct method and no text books are used. Pupils keep a note-book of subject matter taken up in class.

W. I. Crowley, instructor in Spanish in the University of Maine, has accepted a similar position in the University of Minnesota.

The head of a language department in the East sends the following query: "I wonder whether many teachers of Modern Languages have the same experience as I have had, now that the season for looking up instructors is at hand. One of our teaching force, who wishes to locate in the West, sent a large number of letters to various institutions making application for a position, and naturally gave the head of his department as a reference. The latter received in due time a large number of inquiries about the man in question, but only one contained postage for a reply. He is still wondering whether he himself was expected to finance the aggregate amount required for postage, or to call upon the instructor directly interested to make good the deficiency, or to do what a sense of business propriety suggested—leave the bulk of the inquiries unanswered."

The interest of all teachers in New York State is centered in the salary situation. Several cities have reached their legal limit in the amount of money they can raise by taxation and have thus cut the budget of their board of education. It is a plain case of politics, for they must have foreseen the increased demand but did not revise their assessed valuation upward. Had they raised the valuation only slightly they could have raised money enough to meet all increases. Now they are trying (?) to remedy the situation by legislation. There are several bills before the legislature. One proposes to make the boards of education entirely independent of the city governments, giving the board full power to make its own budget, fix the salaries of its teachers and in short to name the sum it needs with the assurance that this sum will be supplied. On the other hand there is another bill which proposes to oust the boards of education and make the department of education a regular city department with a commissioner of education at its head. This bill is favored by the mayors' committee which is seeking also to force the repeal of the bill fixing the minimum salaries for teachers which went into effect Jan. 1, 1920.

It is interesting to note that the small towns are more alive to the situation in regard to teachers than some of the larger places. Pearl Creek—can you find it on the map?—will pay its French teacher $1400 next year. Ticonderoga has given its French teacher an increase of $450 ($1500 next year) to remain. And yet the situation in some of the cities is such that the board of education has been granted enough money to pay the higher salaries under the new law only until the first of November.

The Rochester Section of the New York State Modern Language Association met in the East High School Saturday, March 13. The March blizzard which followed on the heels of the thunder

storm kept some of the members from attending but those present made up in enthusiasm what they lacked in numbers.

The following officers were elected: Chairman, Dr. Chas. Holzwarth; Sect'y & Treas., Miss Hattie A. Mink, East High; Directors, Miss Blanche Kelly, East High and Miss Jessie T. Ray, West High.

The program was varied and provoked remarks and discussion which made it worth while.

Miss Jessie T. Ray and Miss Emma E. Lotz of West High and Miss Blanche Kelly and Mr. J. M. Osman of East High told of their experiences in various summer schools, praising or criticising according to their impressions. This symposium was full of valuable information for teachers who were in search of information about summer schools.

Miss Marie A. Karp of the Washington Junior High described the methods, materials and games which form part of the modern language work in the Washington Junior High School.

An interesting discussion was provoked by Miss Julia Seligman's (West High) paper on Recent Regents' Examinations in Second and Third Year French. It was agreed that the main difficulty lay in the fact that the examination committee has to try to frame its examinations to fit the schools which teach by the grammar method as well as those where the direct method is in use. It is hard to fit one saddle to such a team.

Dr. Wm. R. Price, the state inspector for modern languages, who never gets on his feet without having something worth while to say, spoke of the value of instruction in German. He stressed the value of German for the English speaking pupil because of the difference between the two, the former being a synthetic and the latter an analytic language. Yet the very foundation of the English is Germanic so that one has to understand the rudiments of German before one can really understand and appreciate our English. All that can be said for Latin as a basis for training in English is equally true of German and moreover the Germanic element is the very backbone of our English. While we are neglecting German, England and France are teaching more German than ever before.

Dr. Holzwarth closed the program with a brief talk on connecting up the daily lesson with the daily life of the pupil, pointing out that teachers frequently got so interested in discussing the text as presented in the reading lesson that they forgot that the pupils in the class had the same experiences as those dealt with in the reading. Intense interest is the result of linking up the reading with the daily life of the pupils.

The Albany Section reports an enthusiastic meeting on March 6 in the middle of one of the worst storms of the year. It takes

more than a few feet of snow to keep the modern language teacher from a section meeting.

The preparation of teachers of modern languages in the city schools of the state of Washington is good, for the most part, but the situation in the smaller schools is deplorable. When the teaching of German was discontinued two years ago, the majority of the pupils then studying German elected French, and the teachers of German became, overnight, as it were, teachers of French. The results have been most unsatisfactory. The situation is not quite so serious with regard to teachers of Spanish, since the increase in enrollment in Spanish classes has not been so great as in the French.

The Northwest Chapter of the American Association of Teachers of Spanish was organized at the University of Washington in July, 1919. Meetings are held bi-monthly. Under the leadership of the president, Professor G. W. Umphrey, of the University, the Association is serving a real purpose. The program for the last meeting, on April 10, included a discussion of the answers to a cuestionario sent to all members of the chapter. The purpose of the cuestionario, as outlined by Professor Umphrey, is "to obtain the collective opinion of the chapter with respect to aims, methods, texts, etc." The results, anonymous by request of the president, were handled "without gloves," and the discussion was, of course, of very real value.

Seattle, Washington, has an association of teachers of French which meets several times a year to consider text-books, courses of study, methods, and other kindred topics.

Miss Agness Quigley, who has been a teacher of Spanish in Franklin High School, Seattle, for the past six years, left on March fifth for Santiago, Chile, where she has accepted a position as teacher of English in one of the high schools of that city. Miss Quigley will do private tutoring in English for a few months before taking up her formal teaching work. Her place in the Franklin High School has been taken by Sr. Roberto Allendes, formerly of Santiago.

FRENCH AND SPANISH IN THE HIGH SCHOOLS OF IOWA, ABOUT 175 SCHOOLS REPORTING

First year French, December, 1918	2881
Second " " " 1918	525
TOTAL	3406

First year Spanish, December, 1918	224
Second " " " 1918	72
TOTAL	296
First year French, December, 1919	2066
Second " " " 1919	1569
TOTAL	3635
First year Spanish, December, 1919	147
Second " " " 1919	123
TOTAL	270
TOTAL	3905

These figures show a loss of 26 in Spanish but a net gain of 203. The falling off between the first and second years is partly accounted for by the fact that in 1918 many seniors were in the first year classes. The falling off in the first year classes in 1919 is due, in part at least, to the lack of trained teachers, the end of the war, and the propaganda in favor of "practical" subjects.

THE MODERN LANGUAGE SITUATION IN MISSOURI

(Statistics taken from the List of High School Teachers of Missouri issued by the State Department of Education of Missouri.)

The teaching of foreign languages in Missouri reached its zenith in 1916–17. That year there were 470 approved high schools in the state outside of the three large cities. Of these, 324 had Latin in the course of study, 158 German, of which 131 had Latin and German, and three had French and two Spanish. Then the agitation against the teaching of German caused its abolition by the State Department.

Enough time has now elapsed to get some idea of the consequences. In 1919–20 there are 529 approved high schools in the state outside of the three large cities. Of these schools 329 have Latin, 8 French, 34 Spanish and one German; 76 high schools have Latin and one modern language, 13 Latin and two modern languages.

Further investigation shows that German was dropped from 158 schools, 55 schools substituting French, 19 Spanish and 8 Latin. But 76 schools provided no language substitute at all. In six cases where French was substituted it has been dropped this year. In 19 high schools French, in 2 Spanish and in 6 Latin has

been introduced where no foreign language was taught before. On the other hand 15 schools dropped Latin without other language substitution.

The three large cities had, in 1916–17, 48 whole time and 28 part time teachers of modern languages. In 1919–20 there are 31 whole time and 33 part time teachers of modern languages. Or a reduction of teaching force for modern languages of 17 whole time and an increase of five part time teachers. The same city high schools had, in 1916–17, 24 whole time and 25 part time teachers of Latin. In 1919–20 there are 27 whole time and 9 part time teachers of Latin. Again an increase of only three whole time and a decrease of 16 part time teachers of Latin. These figures speak for themselves. Statistics are not available of the numbers of pupils studying foreign languages, so no comparisons can be made in that respect. We can perhaps do that at a future time.

J. W. H.

The director of the National Peabody Foundation for International Correspondence (1914 Chestnut St., Chattanooga, Tenn.) announces that lists of pupils may be sent in for enrollment up to within two weeks of the end of the session. Thus the correspondence may be started and kept up during vacation

Ten thousand correspondents are enrolled for America. The Bureau is desirous of increasing this number twofold. The director is particularly eager to have a large number of registrations by college and university students as many French students of this maturity are desirous of finding suitable correspondents.

A GAME

There are only three things necessary for education—books, teacher and inclination, and the greatest of these is inclination. So I have worked out, for my classes in French, a series of games which in themselves might constitute a first course in the language or may be used as supplementary to a text-book. Some teachers say, "Such devices are needed for children but not for older students." Perhaps the same people say, when seeing the results of these devices, "Children learn languages so easily." The commentary here would be that either they do well because of the methods employed or that better methods are required for those who learn less easily. Besides it was despair that drove me to invention.

These games do not call for a romp in the class-room, nor are they our every-day ones adapted to French, where of course the thinking would still be in English. Each one is a carefully worked out exercise emphasizing something definite to be learned. For instance, *Le Jeu de Nombres* teaches cardinals, ordinals and frac-

tions, while *Le Jeu des Heures* teaches how to tell time, also making questions with *Est-ce que* and *N'est-ce pas*. Keeping score provides the play element and, as there is little of the chance element, this score becomes part of the record for report. Not only the bright ones but everybody works—there are no slackers.

I shall here describe one game—*Acrostiches*, as it is one for which no prepared material is required. The points emphasized are vocabulary and pronunciation. Choose any word to begin with. Then other words are to be found whose initial letters spell the first word. The first word of a new group begins with the final letter of the last word of the preceding group, thus:

*f*rançais	**e*lle	**z*ouave	**r*ideau	**é*lèves
*r*ose	*l*a	*o*iseau	*i*nviter	*l*aborieux
*a*gneau	*l*ivre	*u*n	*d*ouze	*e*ntendre
*n*e	*é*coutez*	*a*llons	*é*colier	*v*eston
*c*hateau		*v*ache	*a*ttrape	*e*ncrier
*a*rriver		*e*ntre*r**	*u*ne*	*s*ix*
*i*nviter				
*s*eptièm*e*				

Here the game ended for the day since no word was found beginning with *x*.

Since this exercise is for teaching not testing, books may be open but should not be taken to the board. A word is given orally, then put on board. If mispronounced or misspelled, it is not accepted. Its meaning and use should be clear. No word should be used a second time but two forms of the same word are valid, especially if calling attention to some important point as *cheval- chevaux, blanc- blanche, la- là, tout- tous, regarder, regardez.*

Acrostiches is always fine for review but the best time for its introduction is just before verbs are to be studied. Suppose the supply of words in *i* or *u* has given out. Teach the Present Indicative of *inviter* or *user*, thus adding five words for those letters. Enemy *verb* may thus become a friend in need.

RACHEL KURLANZIK

Crocker Intermediate School,
San Francisco.

By a recent vote of the Faculty of the Colleges of Arts, Literature and Science of the University of Chicago, elementary French and Spanish will no longer be given in the colleges of that institution and courses of a junior college grade will be offered under the auspices of the University High School for the benefit of entering students who have had no previous instruction in those languages. This means that the work of the first two quarters will be no longer given in the college department, that a course of the third quarter will be retained for the benefit of students entering with one year's

regular high school work, and that the college course proper in French and Spanish is thereby conceived as beginning with the fourth quarter (second year). No change is made for the present in the status of Italian or German.

The junior college courses in the University High School will be given by instructors engaged for that purpose and will be kept distinct from the regular high school work. Only such sub-freshmen will be admitted to these courses as have a general training comparable to students who have completed their high school course. Credit will be given for this junior college work subject to the usual regulations of the university which provide that the first three courses carry half-credit for students who have done eighteen majors in college (juniors) and none for those who have done twenty-seven majors (seniors).

It is hoped that this experiment will encourage further steps in the same direction, namely in putting work of an elementary character in the secondary school system, and in allowing the college to take care of subjects that are properly of college grade, though, naturally, the secondary schools must organize and equip themselves to this end, which it is not easy to do with the present shortage of good teachers.

The February bulletin of George Washington University gives an extensive report of the midwinter convocation at which the degree of Doctor of Letters was conferred upon Señor Blasco Ibáñez. The University took this occasion to send greetings to all universities in Spanish speaking countries, and to invite as many representatives of these institutions as could come to the ceremony. The Spanish ambassador represented the University of Madrid and members of the legation represented the universities of Seville, Segovia, and Salamanca. There were also representatives of the Universities of Mexico, Chile, Peru, Bolivia, Guatemala, Havana, Caracas, Panama, Bolívar, Guayaquil, Honduras, Montevideo, and of the Pan-American Union. In his address on "La Primera de las Novelas," Señor Blasco Ibáñez said that the novel is the most important literary genre of our time, that in the history of all literatures the last type to develop, as a superior and complete product, is the novel; it is the epic of the hearth, and hence impossible in ancient societies where public life absorbed all energies. This type sprang up for the first time in Spain, two centuries before it did in other countries, in "Amadis de Gaula," and reached perfection in "Don Quijote," which is a complete synthesis of life, in which the two human types, the idealist and the materialist, are symbolized definitively and forever. The response of America to the cry of Europe in 1917 showed that the western land was not, as many thought, the country where the ideals of Sancho reigned

supreme; "don Quijote se cansó de vivir en Europa y está ahora en América." The same bulletin gives the speech of the Spanish Ambassador, Señor don Juan Riaño y Gayangos, delivered before the American Association of the Teachers of Spanish on December 27 last, in which he called to the attention of his hearers the work of the *Junta para Ampliación de Estudios*, which, in addition to the valuable work it is conducting in Madrid, is considering organizing in America courses intended to facilitate the training of teachers in the field of Hispanic studies. The bulletin also reproduces addresses by the Minister of Uruguay, Señor don Jacobo Varela on Spanish as a literary language, and by the Assistant Director of the Pan-American Union, Señor don Francisco Javier Janés, on the contribution of Spanish America to civilization.

In the reply to C. E. Y. on the subject of translation in the M. L. J. IV, p. 303, Mr. Krause writes the editor that the "disproof" was furnished by Prof. H. K. Schilling in the M. L. J., October 1918, p. 22:10 and especially *ibid.* p. 31:71.

The Executive Council on March 30 re-elected Professors Thos. E. Oliver and Marian P. Whitney as associate editors of the Journal.

Yankton College, South Dakota, had a very interesting visit April 16, from Mademoiselle Germaine Cornier of Paris, one of the French students studying at the University of South Dakota. She gave a talk in French for the benefit of the French classes, based on Daudet's "La Dernière Classe," which was followed by a lecture in English on "Paris and Its University" illustrated by post card views thrown on a screen.

Mademoiselle Cornier has a charming personality and speaks English easily.

At Sioux Falls College, Sioux Falls, S. D. the enrollment in French is 15% of the student body, in Spanish 5%, and in German 6%.

A summary of answers received to a questionnaire concerning enrollments in the modern foreign languages sent to the colleges and high schools of cities of the first and second classes of Kansas, reveals a larger enrollment in Spanish, especially in the first year, than in other tongues in the high schools, but a slight majority in French in the colleges. French was reported as being offered in more high schools than any other modern language but with a smaller enrollment. Some schools offered neither because of

inability to secure teachers. A few colleges reported enrollment of students interested in scientific work in German.

Spanish leads at the University of Kansas with an enrollment of 694 students the first semester and 584 the second. The German department has enrolled 283.

Most of the schools have introduced variations from regular class work in the form of Modern Language Clubs, correspondence with students in foreign countries and dramatic performances.

Modern Language, Spanish or French clubs have been active at least in the University of Kansas, The State Manual Training Normal, The State Agricultural College at Manhattan, State Normal at Emporia, Southwestern College and in the high schools of Concordia, Eldorado, Winfield and Arkansas City.

Students of the French classes of St. Ursula's Academy at Paola, Kansas, presented *Le mêdecin malgrê lui* in addition to a program of songs and dances, in the Academy auditorium, March 25.

A Modern Language Evening, consisting of a Junior High French Sketch and a French play was given at the State Normal at Emporia recently. The students of Spanish will give a sketch April 29, for the benefit of the local auxiliary of the American Committee for Devastated France.

Le Cercle Français of the University of Kansas will present *L'avocat Patelin* in the "Little Theater" of Green Hall, May 8. The principals of the cast are Marion Sawyer, Ray Jeannette Riley, Dorothy Kipler, William White, Allen E. Heath, James A. Goodell, Otto Haelsig and Severt Higgins.

Professor André Allix lectured in French at the University March 29, under the auspices of the Alliance Française.

Puño de rosas, a *zarzuela*, with a cast of thirty-five was presented May 13 at the "Little Theatre." Principals of the cast were Professor José Albaladejo, Belva Shores, Dorothy Matticks, Marjorie Ishmael, Leland Shout, F. V. Bermijo, Irineo Jamais, Lyle Cambell and Alan Neely.

A recital of Spanish piano and vocal compositions was given by Mr. Harry E. Cooper, concert pianist, and Miss Carmen E. Staley, soprano, in Fraser Chapel of the University, April 8, under the auspices of *El Ateneo*.

Fairmont College and the high schools of Neodesha, Abilene, McPherson, Winfield and Arkansas City report having students of French corresponding with students of English in France.

A course of study in French is being prepared by Miss Lorna Lavery, instructor at the State Normal at Emporia.

The First Conference of the Teachers of Romance Languages of the State of Iowa was held at Iowa City on March 26 and 27 under the auspices of the Department of Romance Languages and the Extension Division of the State University of Iowa. Colleges and high schools from all sections of the state, including the State Colleges at Ames and Cedar Falls were represented. A special feature was the opportunity of hearing three lectures by Professor Albert Feuillerat of the University of Rennes who came to this country last summer as representative of the French government at the N. E. A. convention, and remained here as exchange professor at Yale. The program contained also papers of a professional character and several pleasant social gatherings.

The Chicago Chapter of the American Association of Teachers of Spanish held their third meeting of the year, Saturday, April 3, in the rooms of the Board of Education. Rev. Father Ordónez, professor of sciences in DePaul University gave his impressions of of a journey through Spanish America. Mr. Cantu, Spanish teacher in the Crane Technical High School, discussed his native country, Mexico, and Miss Wallace of the University of Chicago spoke briefly of Colombia. At the close of the session Rev. Father Ordónez invited the chapter to come to the University to see his stereopticon slides of various countries he had visited. The invitation was accepted with thanks.

The California State directory of high schools contains a partial list of Intermediate schools. Of these, fourteen teach French and Spanish, one French only, four Spanish only and one French and Italian. This list is not complete, as there are three Intermediate schools in San Francisco not listed, which teach French and Spanish. San Francisco also has a number of elementary schools which give French, Spanish or Italian in the regular school program. There are in addition many classes in French maintained after school by the Alliance Française.

Of the more than 300 public high schools in California, only five very small schools do not teach a modern language. There are more than 450 teachers in the high schools of the state engaged in teaching French and Spanish.

The high schools of San Francisco have large modern language departments. In the Polytechnic, with 1667 students, there are 700 taking Spanish and 475 taking French this term.

A series of games for pupils in beginning French and Spanish has been devised and adapted to class use by Miss Rachel Kurlanzik, teacher of French in the Crocker Intermediate School of San Francisco. These have for pupils all the interest of play, and at the same time indelibly impress upon them many valuable language facts.

I. C. H.

Reviews

RUSSIAN FAIRY TALES. An accented Russian Reader, with notes and vocabulary. By A. BRYLINSKA, in collaboration with P. SMITH, Aberdeen College. London; Kegan Paul, Trench, Trubner & Co., 1919. $2.50.

The volume contains in all twenty-seven tales occupying 142 pages of prose and 60 pages of verse. Each tale is provided with explanatory notes elucidating the differences between the Russian idiom and the English version. As stated by the editor, the stories have been chosen with the idea of providing a varied selection of idiomatic Russian prose as well as acquainting the English student with the wealth of Russian folklore. In addition to the notes, there is a Russian-English vocabulary of some 40 pages.

The reading matter presented in these tales is simple enough in style and structure to be used in the second year of college work, to follow an elementary reader.

As yet but few texts, equally well edited, have been published in our own country, and it is to be hoped that our higher institutions of learning will soon follow the example of England by assigning to the study of Russian a more prominent place on their curricula.

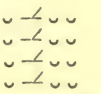
RUSSIAN LYRIC POETRY. An anthology of the best 19th century lyrics. Selected, accented, and arranged with notes. By A. E. TEBBUTT. London; Kegan Paul, Trench, Trubner & Co., 1918. $2.00

The sixty selections which comprise this volume of lyrical poetry have been gleaned from nine of the best known Russian poets (Pushkin, Tootchef, Koltsof, Lermontof, Maikof, Shenshin, A. K. Tolstoi, Nekrasof and Nadson). While there may be a difference of opinion as to the wisdom of choosing some of the pieces for class room purposes, it must be acceded that "no unworthy production has been admitted."

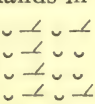
Of the 164 pages (exclusive of the seven page preface) constituting this volume, 60 pages are taken up by the poems and 104 pages by the editor's notes. The latter differ from the usual type of notes insofar as especial attention is paid to the study of word groups derived from the same root, thus aiding greatly in the building and development of the student's vocabulary. Being

very explicit in character, the notes obviate fully the necessity of a Russian-English vocabulary which is, accordingly, dispensed with.

We do not share the editor's optimism that the book can be successfully used by students with a knowledge of only elementary grammar and most common words, such as might be acquired (presumably) in the first year of college work. In our opinion the book should not be attempted except after a two years study of the language. We also question the system of accentuation employed by the editor. What valid reason could possibly be given for accenting final monosyllabic words? In fact, such accents tend, in places, to destroy the natural rhythm. For example, on page 15 the metric scheme should be thruout



whereas the editor demands in the fourth stanza



These, however, are minor features on which there may be difference of opinion and which in no way detract from the value of this neatly and carefully gotten up anthology. We recommend it heartily to all institutions where the students are far enough advanced to undertake the study of Russian lyric poetry.

C. M. PURIN

State Normal School,
Milwaukee, Wis.

COLETTE BAUDOCHE: Histoire d'une jeune fille de Metz: par Maurice Barrès: Edited with Notes and Vocabulary. By MARCEL MORAUD. University of Toronto: Holt & Co. Prefatory Note, Introduction, four illustrations, two maps of Metz and environs. Pages xx, text to 127, notes to 155, vocabulary to 237.

One may be pardoned for wondering just why this work of Barrès was thought suitable for school use; also for just what kind of school use the edition was intended. The editor says in the prefatory 'Note' that it was professor Baldensperger 'through whom he was entrusted with the editing of this masterpiece of French contemporary literature.'

Colette Baudoche is the highly idealized story of a simple Lorraine girl (and who says 'Lorraine' here says 'French') who lives alone with her grandmother in Metz. To eke out a decent living

they are forced to do needlework and to take a roomer. Fate sends to them a young German Doctor of Philosophy who has been appointed to the Lycée. He is supposedly typical: educated but pedantic; honest but uncouth; with the society manners of a pig. He goes to school to his two hostesses, learning especially a pure French pronunciation (sic) and how *not* to tuck his napkin under his chin and gurgle his soup. Of course he is engaged to a German Gretchen (sic) of Königsberg and throws her over to marry Colette. But Colette rejects his suit (both 'material and moral,' to paraphrase Barrès) in order that her renunciation may serve as a typical, glorious symbolism for the soul of the lost provinces.

The story is a thin thread on which the author spins out long disquisitions on the soul of Metz and Lorraine, endless descriptions of indigenous manners, customs, architecture, furniture, clothing, style, taste, etc., and the physical and 'moral' topography of the country. The style is involved, the thought often mystical, the language obscure even to the point of Teutonic cloudiness—though without heaviness. Barrès' often expressed ideal of the Greeks: measure, proportion, simplicity, finds no illustration in this book except in the character of Colette.

In his prefatory 'Note' the editor seems to imply that every teacher should omit or pass lightly over the parts that seem unsuited for school use or that tend to break the continuity of the story; adding that 'M. Barrès himself would be the last to complain of an effort to center the attention on the story itself.' The editor refrained from cutting the text because he 'found (i.e., 'thought') that one should not decide for all (i.e., what parts should be omitted.)' The fact of the matter is that the text can not be materially cut without being wholly spoiled. Every disquisition, every description is necessary to it, because these are the mise-en-scène for the figures of the story into which they breathe their little breath of life.

Colette Baudoche may well find a place in a college course on contemporary French fiction. It will appeal also to the historian and the literary historian; in short, to any interested student of things French, provided only he be able to read French easily, without a dictionary. The text should have been edited with that end in view: with a really critical Introduction, adequate literary, historical and linguistic notes, and *without* a vocabulary. For high school use—even in the third and fourth years—it seems to the reviewer unsuited, and for the following reasons:

(1) Such pupils would not, of their own volition, read the story if it were in English. It lacks interest: human interest and dramatic appeal. It has no action, gets nowhere. It is psychological in the extreme; it splits the hair into four parts. In places it is mystical and symbolic.

(2) The French is difficult: involved in structure, highly colored in form, wholly beyond even advanced high school pupils. The vocabulary fills 80 pages; and it is incomplete in words and inadequate in its English meanings.

(3) The editorial equipment of the text is not that of the usual present day high school text. It seems to have been assembled in haste, with reference to translation purposes only. Syntactical points are entirely neglected. Even so: why the maps of Metz and environs? Did the editor imagine that our students would painstakingly locate and remember all those small places mentioned?

The following are some of the words omitted from the vocabulary and notes: éventrée (p. 8, 26), visiter and faire visiter (p. 12, l.19; p. 43, l.3; p. 93, l.20), raisonnable (p. 19, l. 19; p. 43, l.13), transpirent (p. 28, l.14), brouillard (p. 29, l.28), bahut (p. 34, l.16), brouter (p. 34, l.27), fouettées (p. 36, l.20), couchaient (not refl., p. 39, l.5), déshonneur (p. 43, l.16), rester sur la porte (not 'on' the door, p. 45, l.6), pâtisserie (p. 45, l.27–8), petits-neveux (p. 51, l.2), chassés (p. 51, l.9), l'unisson (p. 51, l.23), rebelles (p. 60, l.3), rincent (p. 61, l.9), rideau (p. 69, l.19), emballements (p. 78, l.5), cervelles (p. 80, l.14), bienfaisante (p. 85, l.15), par ici (p. 85, l.25), s'entendre avec (p. 86, l.26), vignoble (p. 106, l.16), ossuaires (p. 120, l.12), enthousiaste (p. 120, l.23), l'orgue (p. 121, l.4), croyances (p. 121, l.14), prophétise (p. 123, l.3), liturgie (p. 123, l.23), décevoir (p. 124, l.24), à mesure que (p. 126, l.18), de loin (p. 127, l.22).

The past participle vue (p. 6, l.21) should not be feminine; so also the adjective délicate (p. 97, l.6); tourte (p. 6, l.4) is explained by the phrase that follows it, and not by the editor's translation; œils-de-bœuf (p. 7, l.19) should have been defined, not transliterated; a bien mûri of the text (p. 69, l.7–8) should not be à bien mûri in the vocabulary (under mûrir); s'en occupe (p. 20, l.21 i.e., s'occuper de) is given in the vocabulary as s'occuper à.

Words and locutions that are units in themselves should be listed as such, and their full English equivalents given, otherwise they will be misunderstood in English and misused in French. If, for example, *retourner* were always listed as 'return' (i.e., 'go' back), it would not be used by our students for *revenir* and for *rendre.* Note the following: *c'est tout un petit roman* (p. 11, l.11–12; 'it is quite a little romance'), *compter* (p. 17, l.9) should be listed '*compter sur*,' 'to rely *or* depend on (a person),' *tenir dans* (p. 26, l.18), 'to find room in,' 'to be contained in,' *copie* (p. 28, l.8) should not be listed alone as 'paper' but only with its context (*corriger les copies de ses élèves*), *noyer* (p. 29, l.2) means 'walnut' (i.e., the wood of the tree, not the tree itself), *l'objet* (p. 125, l.19) does not mean 'the object' but (here) 'the cause' or 'the subject,' etc., etc.

Very frequently the translations given in the notes and vocabulary violate our English idiom or they fail to keep the legitimate figure or image connoted by the author and as acceptable in English as in French. Here an important principle of translation is involved. Neither as direct transference nor as a byproduct of translation will good English result for our pupils except insofar as one consciously aims at such an end. For example, *se rangent à l'alignement* (p. 4, l.5) is given in the notes as 'are in a line' and in the vocabulary 'in a row,' whereas the whole connotation here is one of conscious striving for military images: even the houses of the rich burghers 'form' a military line. Cf. also règlement (p. 21, l.14).

Désaffectée (p. 5, l.5) is given, both in the vocabulary and the notes, as 'desecrated.' 'Desecrate' is the opposite of 'consecrate'; and 'consecrate' means to devote to a 'sacred' purpose. Here the city is devoted to a purpose different from that before the Franco-Prussian war, but not necessarily a 'sacred' purpose. The meaning is amply indicated in the rest of the paragraph: just as the destiny of the city was changed, so was the destiny of France and the French. So with 'la gare neuve . . . affiche la ferme volonté, etc.' (p. 5, l.26): 'proclaims' would change the figure; 'post up' would violate style and idiom; our equivalent is 'advertises.' 'Des employés aux moustaches stylisées' (p. 6, l.13–14) might possibly be translated as in the vocabulary, 'with the imperial twist', but 'des aigles stylisées' p. 55, l.18) can hardly come under that definition. 'Les meubles . . . sont de bonne qualité materielle et morale' (p. 13, l.7–8) is translated in the notes and vocabulary as 'were both substantial and in good taste.' The whole thought here is that the furniture has been in the family for 60 years and is like its owners: the common articles of the common people (compare with the furniture of the gentry, p. 34). Barres likes to invest inanimate things in Lorraine with a local soul: it is animism, mystic and symbolic, or, possibly, purely literary affectation. He means here just what he says: furniture of a good material (the word is here an adjective) and moral quality. For confirmation of this interpretation, see page 31, l.3: 'When the harmony of material objects with their moral significance is perfect, etc.'

'Reconstruire dans Metz une cellule française' (p. 16, l.15–16) is given in the notes and vocabulary (under cellule) (and be it said in passing that the editor might well have indicated in the text when and where he had an explanatory note; and further, there should have been less needless duplication of meanings in notes and vocabulary) as 'reconstruct a cell in the beehive of France.' Thus the editor makes Barrès liken Metz to a beehive of France and Colette to the queen bee (being misled by the word *cellule* and because it is a question of Colette's marriage); but even Barrès

would not be guilty of that figure. Much less farfetched would be the image of the embryonic cell, or even of the cell in a cloister (not uncommon symbolism of the Bible and the Church).

'Nuancée par les derniers feux du soleil' (p. 31, l.17), 'tinged by the last flaming rays of the sun' (cf. 'rougeoyaient' below, l.22). The image would be effaced by the editor's translation of merely 'beams' or 'rays' of the sun.

'Fourneau' (p. 32, l.14) does not mean 'furnace' but 'kitchen range' or 'stove.' 'Une fameuse soupe' (p. 32, l.26) is not a 'famous' soup (nor even a 'fine' soup), but rather a 'wonderful' soup, while p. 82, l.22, the word means 'much vaunted.'

'Ah! vous croyez!' (p. 34, l.18) is best rendered in our idiom by: Oh, really!

'Passe encore' (p. 35, l.2) does not mean 'bad enough' but rather 'excusable'; brasserie is not a tavern or caberet, but a beer-garden.

'Ne tarissent pas sur le style neo-schwob' (p. 35, l.8) is not translated by 'have no end of stories about the neo-German style' (in both vocabulary and notes); that destroys both the figure and the pejorative use of neo-schwob. Translate 'never dry up about' or 'never exhaust their fund of stories', and neo-schwob might be rendered as 'Boche' or (in America) as 'Dutch.'

'Pays' (p. 39, l.20) should have been listed separately as 'pays, payse,' *familiar:* 'compatriot,' fellow countryman (countrywoman); (here) 'lover from home' (or her home town).

The aspirate 'h' should have been indicated in the vocabulary. Also such stylistic and grammatical information, including pronunciation, as would enable the student to avoir errors. The pronunciation of Metz is given; why not of Messin? of Alsace? Note the author's use of *commencer de* everywhere except p. 125, l.14 where he uses *commencer à;* also *rêver de; remercier pour* (p. 126, l.15); also numerous neologisms and some words of his own coinage (cf. stylisées, usagées, un bagage). There are many proper names that need explanation (cf. p. 26, l.14; also 'bouquet Mackart, Mademoiselle de Turmel, porte Serpenoise, etc.). The Ploetz quotation, p. 79, (from a Reader or Grammar, and *not* from a History, as the editor says) should have been run down; also the Goethe quotation, p. 85; also the use of a 'berline' (p. 100, l.20) by people for whom nothing good could come out of Germany.

Barrès, like many other French novelists besides George Sand and Alexandre Dumas père, has the amiable habit of forgetting in one place what he said in another; and the editor imitates him (cf. p. 94, l.29, where the hotel keeper does not know Mme. Baudoche, but p. 97, l.15 f. they are friends of long standing). Cf. the 50,000 inhabitants of Metz, 30,000, and 40,000 (pages 104, l.13; 117, l.20) and the 37 years (p. 109, l.3) with the 35 years (p. 124, l.18) also

the comical confusion of *déjeuner* (cf. vocabulary and text as indicated: p. 87, l.6; p. 89, l.5; p. 87, l.6–7 and l.12) by which our poor German Ph.D. is made to drink *wine* for breakfast in his new French home (I suppose he had *beer* before that?). Yet, from the very beginning, M. Asmus had his café au lait brought to his room by his landlady (p. 21, l.18; also p. 89, l.1). Is Barrès translating *Mittagessen* by 'dîner de midi' (p. 87, l.6; p. 89, l.5)?

The editor seems to think that jeux de mouton et d'oie are two different games, one 'jeu de mouton' and the other 'jeu d'oie'; and he fails to tell us just what they are. Cf. also 'courir à la queue-leu-leu' (p. 25, l.28) is poorly rendered by 'to run in Indian file.' Cf. p. 96, l.1, where a charming woman of 45, described as 'mûre' is called 'elderly' (poor translation for 'mûre' under any circumstances; doubly so here). And isn't it worthy of some kind of explanatory note that M. Asmus receives for Christmas a 'dozen pairs of drawers' (p. 46, l.1–2), and that the Germans have no bed clothes except a featherbed (p. 28, l.14: édredon must mean that, by the context, despite the editor.) And how can anyone, even a German, be made to feel like a nobleman enjoying delicate pleasures merely by eating cleanly or daintily 'hogshead cheese' (p. 97, l.6–7)! Now if it were sauerkraut and sausage, or even spaghetti!

'Des majors de table d'hôte' (p. 75, l.12) is a reference to the title of the majordomo of the last of the Merovingian kings (maire du palais). 'Chemin d'exploitation' (p. 98, l.5) is simply a 'wagon road' (used by teamsters) and not 'occupational road, lane' (for confirmation, see p. 99, l.7); 'encombrement' (p. 103, l.15) is a 'block' or 'interruption of traffic'; 'être très bien' (p. 108, l.20) means to be 'comfortable', but p. 92, l.23 it means to be 'nice looking'; 'il voulut l'embrasser' (p. 110. l.28) means 'he wanted to kiss her . . . and he did' (cf. p. 111, l.20, for confirmation); 'doublée' (p. 121, l.13) means 'lined' (and therefore 'strengthened, stiffened') and not 'doubled'; 'J 'ai beaucoup de sympathie pour vous) (p. 112, l.17) means simply 'I like you very much' (and not 'I have much sympathy for you); 'elles le plaignirent' (p. 87, l.10) means 'they felt sorry for him' and not 'they pitied him'; 'je trouve' (p. 91, l.12) means 'I think' and not 'I find'; and 'pousser' (p. 18, l.11 and 103, l.13) means to 'push' (and not as given in the vocabulary).

I can not forbear calling especial attention to the following sentence (p. 115, l.1–5): "Elle songe comme, avec passion, à la clarté de la lampe, le soir, le jeune homme l'a, une seconde, tenue dans ses bras, et comme, le matin, avec loyauté, il lui a dit son désir qu'elle devînt pour la vie sa femme." Is there any high school boy who could not write a better French sentence than that?

There are many other sins of omission and commission in this text as edited, but enough have been given, I hope, to prove my

point. Let my final words be those of praise. The editor points out, in the Introduction (p. XIX), the key to the understanding of the dénouement of the novel: nations and individuals in their relations must be judged in their daily intercourse one with the other not by the ordinary things and events of life but by what they can give in times of crisis or exaltation when they reveal themselves fully. From that point of view Colette Baudoche and Herr Asmus could never marry—any more than oil and water could mix; in fact, all international marriages are, from that point of view, sheer folly and a temptation of the devil; whether of individuals as such or collections of individuals, as States and Nations. The 'League' will necessarily have feet of clay.

Very many of the editor's translations are felicitous, e.g., the following: le jeune ménage (p. 16, l.5), leur commun ouvrage (p. 16, l.7), fit des reproches à (p. 21, l.3), les prairies (p. 23, l.16), les délicatesses de la langue (p. 32, l.4), les soirs de liberté (p. 39, l.14), en fausse écume (p. 45, l.30), que pensez-vous? (p. 46, l.15), un air de bataille (p. 47, l.13), on fait passer . . . (p. 47, l.22), s'excuse un peu (p. 51, l.27), faire l'analyse de (p. 54, l.24), je vous ai fait bien des ennuis (p. 62, l.11), par la force des choses (p. 88, l.29), elle partit d'un éclat de rire (p. 92, l.15), les gendarmes (p. 103, l.19), mettre en œuvre (p. 105, l.3), fit horreur à (p. 109, l.5), soufflant de fureur (p. 110, l.1), non loin de (p. 127, l.14; specialized meaning).

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AMÊRICA ESPAÑOLA. Edited with notes and vocabulary by the author, M. ROMERA NAVARRO, and J. P. W. CRAWFORD of the University of Pennsylvania. Holt & Co., 1919.

This book is a revision and condensation of M. Romera Navarro's larger work published under the same name a few years ago in Madrid.

Part I, comprising twenty-six pages, is divided into six chapters dealing with various phases of the colonial period: the early explorers, the work of the Missionaries, the laws and regulations made—but not always carried out—for safeguarding the conquered peoples, colonial administration and the progress made by the colonies during the colonial period.

In Part II, pages 27 to 57, also divided into six chapters, an attempt is made to interpret the revolutionary period. The first chapter sketches the historical background, outlining conditions in the mother country. Chapter II shows conditions in the colonies and the origin of the revolution. Chapter III gives an account of Miranda, the precursor of the Revolution, and the fourth chapter

describes the "Juntas Gubernativas" established in Spanish America in imitation of those existing in Spain during the chaotic years of the early 19th century. The fifth chapter traces very rapidly the course of the revolution and chapter VI is devoted to Bolívar.

Part III deals with the contemporary period. These last chapters, covering pages 58–115, describe the physical aspect of the Spanish American states, their resources, industries, products. The fourth chapter discusses Spanish American Literature, mainly that of the 19th century. The last chapter deals with national ideals, the doctrine of Pan-Americanism receiving considerable attention.

The style of the book is not very difficult. The interest is remarkably well sustained. The author has endeavored to interpret the history and ideals of Spanish America and to avoid filling his book with details and names, many of which would be soon forgotten.

The proof reading has been remarkably well done. Attention may be called to *literal* for *litoral*, page 3, line 26; *sus* for *su*, page 62, line 19; and *su* for *sus*, page 85, line 10.

Certain matters of style which cause unnecessary difficulty and discussion in class are the following: La conquista y rescate, page 9, line 9. Why not repeat the article? *Para cuya fecha*, page 17, line 26, should either have been avoided, or else explained at the proper place in notes or vocabulary. *Para* to be sure is defined in both, but a note on the use of *cuya* would have been desirable. On page 31, at line 25, *cuando* is used in the sense of "at the time of." It should have been so explained in the vocabulary.

There are several examples of the so-called indicative use of the imperfect subjunctive in *-ra*. Why not explain in the notes that this is really an old pluperfect indicative—still recognized as such in Portuguese. It would be still better to avoid this use altogether in a text-book.

On page 50, at line 23, we have "*por sus títulos aristocráticos y riqueza.*" Either something—*por su*—has dropped out or some comment should have been made upon a careless construction which pupils should not imitate.

Notes and vocabulary are both good and generally speaking adequate. But a stricter line of demarcation might well have been drawn between them. Word definition and translation of idioms certainly belong in the vocabulary. The reviewer would like to have all the proper names listed there also, with the necessary historical, biographical and geographical information. Matters of grammar and syntax which require comment could then be handled in foot-notes. But whatever system be adopted it should be rigidly followed, in order that the pupil may soon know just

where to seek the information that he needs, without having to skip like a goat from notes to vocabulary until he gives both up in disgust.

A few examples will explain just what is meant.

The two notes for page 2 are simple matters of translation and belong in the vocabulary. Of those on page three, the ones on *Pilares de Hercules* and *Indias* could perfectly well be put in the vocabulary and the translation of *en* and *para* certainly belongs there. The vocabulary contains this meaning of *para* with a reference to this passage.

On page 3, the note for line five should have been more complete. A grammatical note is not of much use unless it actually explains. If in the note on line eight, the difficulty is with *lo que*, the definition should be given in the vocabulary. If the point is that *ser* is to be supplied, why not say so? The note on *que*, line 8, is superfluous, for the meaning is given in the vocabulary. In the note on line 12, some comment on the use of the future subjunctive seems desirable.

The note to line 7, page 4, gives a reference to a note on Pizarro, page 133. Surely the gist of this second note could find place in the vocabulary, and the same is true of the note on Almagro. The note on *habían de ser* seems superfluous but at any rate the information might better have been given under *haber* in the vocabulary, where *haber de* and other important idioms are listed. This is the kind of thing that confuses and exasperates the learner.

The vocabulary is practically complete. It is a pleasure to see that the usual grammatical information, such as that *bueno* is an adjective and *tener* a verb, has been omitted. Irregular verb forms are not generally listed. Pupils who can use this book should know them or where to find them.

This is a thoroughly good book and is to be cordially recommended for use in college classes or advanced classes in high schools. The publishers have given it good paper, clear type and neat binding. The book is a worthy addition to our rapidly growing list of books dealing with Spanish America.

JOEL HATHEWAY

Boston, Mass.

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